

THE SCHOOL JOURNAL.

NEW YORK AND CHICAGO.

VOL. XXXVI.—NO. 8.
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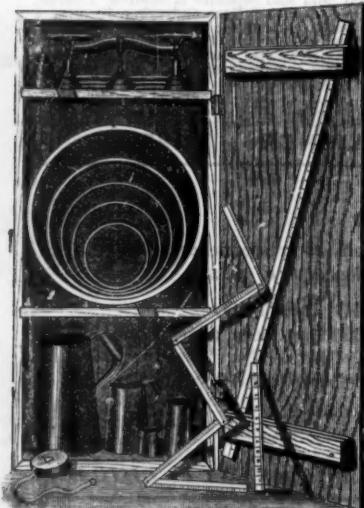
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AMOS M. KELLOGG, Editors.
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New York, September 8, 1888.

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The SCHOOL JOURNAL is sent regularly to its subscribers until a definite order to discontinue is received, and all arrears are paid in full.

A CONGRESS of German Catholics will be held at Fribourg in September. The world convention of the Y. M. C. A. at Stockholm has closed its session. Dr. R. J. Gatling has obtained patents in this country and Europe for an invention which may revolutionize the entire system of manufacturing heavy guns. The English Tories are greatly alarmed, as their party will be ruined in case the Parnell forgeries are disproved. Mr. Gladstone declares that he will never believe Parnell guilty of personal dishonor. Gen. Boulanger was elected to the Chamber of Deputies from three departments. Sig. Crispi, Italy's prime minister, visited Bismarck. Congress passed the bill to restrict Chinese immigration. The U. S. Senate rejected the Canadian fisheries treaty. Canada threatens to retaliate, by insisting on the observance of the treaty of 1818. The upper Ohio Valley was visited by a disastrous deluge. War is threatened in Madagascar.

THIS JOURNAL is published because there is something to be said of importance to all concerned in education. We do not ask any one to take it who feels he can do just as well in his school-room

work without it. We present in it matters that belong to the life of every one who aims to be imbued with educational ideas.

A GOOD college base-ball education is worth at least \$3,000 a year. One graduate of last year will soon start for Australia with his picked ball-players, paying liberal salaries and all expenses. The future in this department of educational work is full of promise, and for this reason many colleges are giving more and more attention to it. But, what kind of promise?

A GOOD opportunity is a good thing to a capable man, but it is like putting a diamond necklace around a hog's neck, to give to one who doesn't know how to use it. It takes a very wise man to know an opportunity when he sees it. Grant found his at Vicksburg, but Wellington made his at Waterloo, and bagged his royal game. Horace Mann saw one at Albany when he sent Page there to open the first state normal school. Pestalozzi's came to him at Stanz. The desire for liberty among the early settlers of our country found its opportunity in resistance to the tyranny of the Stamp Act. The emancipation of American slaves, came through the opportunity the rebellion gave to Lincoln to set them free.

Every great result comes from the seizure of some opportunity and the greatest works have been done because workers knew when their time had come. The silent moments are followed by the striking hour. The educational clock is striking now.

MR. HORACE E. SCUDDER discusses the subject of literature in schools in the August *Atlantic*. He does not add anything to what has been said, and this is remarkable, for the subject is an important one, and he is a good writer. His article and that of President Elliot on enriching the common school courses too much resemble one's loading a gun and firing it off in the air; a report is heard, but no result follows. And the same may be said of most of the papers read at state and national associations of educators.

There are two obstacles in the way of improvement and reform in education; first, the teachers are ignorant of better methods; second, they are only in part responsible for the present state of things. The JOURNAL felt that the proper course was to enlighten the teachers, and propose better methods; to do this in a practical way that should come right down to the actual school-room. Aiming at this, all long, labored, and theoretical articles have been laid on the shelves. There never was a man of kinder heart than President Chadbourne; no one in the colleges has held out or exhibited a more friendly hand towards this paper. And it was painful to be forced to say to him when he sent in a long and most able article, "It will be useless to print it, the teachers will not read it." We sought for men who could instruct the teachers how to teach according to correct psychological principles; they are always difficult to find. But it has been the following of this course that has brought on the great reform in teaching, and the earnest discussion of principles that is apparent in all parts of the country.

If President Elliot and Mr. Scudder would read the JOURNAL, and attempt to master the real, the very difficult problems of the school-rooms, and then propose practical solutions of them, they might do a great deal of good. Especially would this be true of the former, for he is not afraid to throw overboard traditional methods, if more scientific ones can be put in their places. Mr. Scudder sees clear enough that a taste for literature is a

most valuable thing for the boy and girl in our schools, but how shall that be implanted.

The JOURNAL has said over and over in reply, that there must be a taste created in the teacher's mind, first of all. And so we should urge Mr. Scudder if he really wants to do some good in this direction, to aim a series of really practical articles at the teachers themselves. Now, very few persons can write such articles; this our long experience has shown us. There are skillful teachers in Boston and New York, but they cannot write suitable articles. This is one of the curious features of the case.

The JOURNAL has given very much attention to the subject of literature in the schools, but there is a vast field yet to be cultivated. There is especially needed a small treatise of the right kind to teach the teachers how to awaken a love for the writings of the masters in literature. They need to be shown, themselves, what is beautiful; their own souls must be made to glow, and then they can light the lamps of the children. All this, we may add, will be "Missionary work."

IT is plain that the National Association is committed to the kindergarten. This may not seem to be a great step, but it is nevertheless. The present movement in behalf of manual training is but a development, an extension of the kindergarten. What is now before the teachers of this country, is to devise methods by which the ideas of Froebel and Pestalozzi will affect the so-called grammar school. This is all new and untried ground, many years will elapse before a perfect system can be devised.

At this time, some one is putting the kindergarten into the primary school, but that is wrong—the kindergarten really precedes it. Methods must be devised, we repeat. Supt. Love spent many years on his plans and methods, and so far, they seem to be the best presented. But there is a vast field before the teachers, it seems to grow vaster as one looks at it. We are coming face to face with the psychological question, "What shall be the exercise that will develop the mind in accordance with the laws of its being?" It has been supposed that reading, arithmetic, grammar, &c., were just the thing, but it is now conceded that these three are merely to aid expression.

We say with humility that there is very little known of the "bottom facts" of education.

IT is a little singular that so able a journal as the *Popular Science Monthly*, should oppose state aid to education, and we cannot imagine what kind of a system it would put in its place. We are reminded of an essay by Dr. Joseph Priestley, on "A Code of Education," a little more than a century ago. He wrote against a public system of instruction on the ground, that it would perpetuate a bad government if the state were bad, and was not needed if the state were good. More than this, he declared that the processes of education should be left untrammeled, and that any plan of teaching adopted by the state, would obstruct the great ends of education. He urged that the hand of power applied to educational matters would be "like fixing the dress of a child, and forbidding its clothes ever to be made wider or larger." He went still farther, and declared that if a system of compulsory education should be established, "Farewell, a long farewell, to England's greatness!" He strenuously urged that a child could be educated in no way except by the direction of its own parents, that the right of the parent over his own child should never be surrendered by him to the state. These are the sentiments of a distinguished scientist as well as divine, whose far-seeing vision pierced many years beyond the gaze of ordinary men.

SCHOOL VISITORS.

It is as much a duty to be hospitable in the school-room as in the home. If an unknown stranger calls and is polite, he should be received with as much courtesy as though he was known to be the superintendent of public instruction. Some err in making too much of those whom they suppose to be distinguished, showing them great attention, while the poorly-dressed and common persons receive but cold comfort. An example of how mistakes may often be made occurs in the life of Bishop Hedding. At one time, while on a journey, he stopped at the house of a farmer, introduced himself as a Methodist preacher, and said that, as he knew of no place he could reach before the Sabbath, he would like to pass it there, if he could be entertained. The man made no reply, but turned the conversation to some other subject. After waiting a reasonable time, and no reply being made to his request, the bishop took his hat and said, "Good afternoon, sir," intending to return and spend the Sabbath at the tavern. The man then said, in a cold and heartless manner, "I guess you'd better stay here." The bishop replied that he would like to stay, if it would not be a burden to him or his family; but he did not like to make himself burdensome anywhere. "Oh, you can stay," said the man, in the same cold, apathetic indifference. "Well," said the bishop, "I have a horse at the tavern; have you horse-keeping?" "I have a barn and hay," replied the man, "but no grain." The bishop then said, "I can procure grain at the tavern, if you have good hay; but if your hay is not good, I will keep him there, as I have a long journey to perform." The man replied, with some little irritability, "The hay is good enough for your horse."

Upon this slender prospect of hospitality the bishop went to the tavern, procured oats, brought them in his sulky, and put out his horse, and took care of him while he remained. When evening came, his host said to him, "There is a prayer-meeting at the meeting-house; you can go, if you please; I can't go." The bishop went to the prayer-meeting, took his seat in the congregation, and, at a suitable time, prayed, along with the other brethren. After the meeting closed he returned to his lodgings.

The house of the host was large, and elegantly furnished; but at the hour of rest they sent the bishop to a small, remote chamber—far from being clean. Here he had three farm hands for his companions, one of them occupying the same bed with himself.

In the morning his host, in a half-inviting, half-repelling manner, remarked that there was to be a love-feast, and inquired if he would go. "Oh, yes, certainly," said the bishop. Soon after he had taken his seat in the congregation, the preacher came in. He observed his host go up and speak to the preacher, when both turned their eyes upon him. The preacher had seen him before, and instantly recognized him. A flame of fire seemed to overspread the face of his host, as he slunk away to a seat. At the request of the preacher Bishop Hedding took charge of the love-feast, and then preached for him. He also engaged to accompany the preacher and officiate for him at his afternoon appointment—almost glad of the opportunity to escape from his host at this juncture. As soon as the service closed, he left the church to get his horse. His host soon came up with him, took his arm, and—half-mad, half-gracious, and quite thoroughly confused—said, in a quick, impatient manner, "Why didn't you tell me you were a bishop?" "Oh," said the bishop, "I am a plain Methodist preacher." Both the man and his wife seemed completely overcome with mortification, and it was a relief to the bishop to get away.

Perhaps after that the man remembered the injunction of the good Book, "Be careful to entertain strangers, for some thereby have entertained angels unawares." At all events, he received an admonition upon the propriety of giving at least a decent reception and entertainment to Methodist preachers.

Many incidents of the same nature could be narrated. The following hints may be of use to young teachers:

1. Receive a visitor politely, and offer him a seat.
2. Make no explanations concerning your work, but go right on just as you would do if no one except your scholars were present.
3. Give your visitor a book, and be certain that he is in such a place that he can see what is going on, and hear what is said.
4. Unless on special occasions, do not call upon him to make a speech.
5. If you have occasion to introduce him to the school,

be certain to have your pupils rise for a minute. This is showing but ordinary respect.

6. If anything is said commendatory or instructive, thank him in the name of the school. It is a poor service indeed that does not deserve at least a simple "thank you."

7. Don't be fussy or anxious or impatient for commendation. Don't ask him how he liked this or that, or fish for a compliment. If you really want to know anything, and have confidence in your visitor's ability, ask after school is through. Listen patiently and attentively, but do not controvert or oppose. You can do your own thinking and acting. Arguing will do no good.

8. Secure the presence of visitors as often as possible, and let your pupils be accustomed to talk with them on all proper occasions.

9. If a visitor is so impolite as to interrupt a class, and seems disposed to get up a discussion or controversy, stop; wait patiently until he is through, answer politely, but go on yourself. Keep the class in your own hands. If you are driving, hold the reins. Never let a class get beyond your own control. You are teacher, and no examining board, county or city superintendent, or president, no one—not even the President of the United States, has any more right to interrupt you than you to interfere or meddle with them.

THE MOST VALUABLE FEATURE OF THE SCHOOL JOURNAL.

This is not the lesson plans, and the class suggestions found in these pages, and the outlines of technical work, but the *spirit* that animates our columns. Probably nine teachers out of ten who take the SCHOOL JOURNAL, do so on account of the special help it gives them in the class-room. As it comes from week to week, they open its pages, expecting to find some novel device in arithmetic, a new plan in spelling, some way they never thought of before in history, or a new solution of a problem in algebra. If these are found, they are satisfied, and if, at the close of the year, such suggestions amount to such a sum as, in their opinion, will pay them, they continue to take the paper; but if not, they write to the publishers, saying "Discontinue the paper, it is of no use to me." Now the SCHOOL JOURNAL and TEACHERS' INSTITUTE are valuable to teachers, not on account of lesson plans and special devices, but from the inspiration its pages contain. If there is a spirit animating its columns leading to a better appreciation of the real object of school-work, it has an excuse for living. If not, the world would be better if it were dead. We are running crazy, and sometimes almost mad, over ways of doing things. The average teacher can do nothing unless she has minute directions where to begin, how to proceed, and exactly where to end. This is the great defect in the New York system of schools. The same difficulty exists in Brooklyn, and to some degree, all over our land. We are running astray, almost hopelessly, over exact grading, technical marking, precise results, examination questions and answers, and a thousand other special ways of doing things. In all this, the great end and object of education is lost sight of.

Suppose the principal of a large graded school should say to his teachers at the commencement of the school year. "I have nothing especially to say to you, more than one word—EDUCATE. You are at liberty to do just what you please. I have no directions to give you. The course of study is abolished. No requirements are made as to what you shall do; only you are expected to pursue such a course that your pupils will be prompt, upright, outspoken, truth-loving, quick, accurate. Secure these results, or show that you are on the road toward securing them, and you may do just as you please. The hours are your own. The place where you meet your pupils is your own. You are left absolutely free to go and come as you alone may choose; only produce the results I have named." After such a speech as this, what would be the feeling of the average teacher? Nothing but consternation. She would be powerless, absolutely powerless to do or say anything. After a day or two, she would come to her principal with weeping eyes, piteously imploring him to "Tell me what I must do." Of course, the result of such a procedure as this would, for the time being, be anarchy. The people would rise in rebellion, and demand that the old order of things should be re-instated. And they could not be made to see what the true spirit of education is. No preaching, no lecturing, no amount of explanation, could possibly enlighten their darkened understandings. And the teachers would be found to be about as bad, in

fact the conditions would be hopeless, so that it would be impossible, with any degree of success, to try so hazardous an experiment as the one we have indicated. Now what is to be done? We answer, give to the teachers and to the people clear, definite, and distinct ideas of what school work is expected to accomplish.

And right here consists the valuable feature of the SCHOOL JOURNAL, viz., the inspiration it gives to teachers to try to do better work than they have ever before been able to accomplish. It does this in several ways:

1. It urges the teachers to gain a knowledge of the nature of the child—all there is of the child, the moral powers, body, and mind; how the child grows, what influences should be brought to bear to lead to a healthy and symmetrical maturity. We have talked about these subjects a great deal, and we shall talk about them more and more. We know that a majority of our readers will not become students of the child. We are well aware that they will pass by these articles, some of them short, and others long, with little attention. But we shall be content if here and there one gets the inspiration of the true teacher, and thus we shall work, and write, and labor during the coming year with all our forces, in order to give our ideas in reference to the proper training the children of the rising generation should receive.

2. The idea of what education is. We have talked about this. We expect to talk about it. Few of our people now have any adequate conception of what the province of education is, but the thousands cling like death to the idea that it consists in nothing more than the learning of facts, the storing of the mind with "useful knowledge," the passing of examinations, the receiving of high per cents, and the graduation with honor. We have oftentimes been unutterably discouraged over the fact that even in high places—in colleges—in our universities even, there are so few who have an adequate conception of what the training of the mind consists. Yet we know we are right, for we stand where all the great thinkers and teachers of the world have stood from Socrates down to Col. Parker. And we intend to stand here and contend for the true meaning and conception of education. In our intensity we have often been led into extreme statements—into the saying of such things as this, "throw grammars to the dogs," "burn up the spelling-books," "abolish all marking," "do away with a course of study," and we have been criticized, and we suppose justly, for these statements, but unless we go far before and above our readers we shall make no impression upon their minds. We must ring these truths over and over again, and sometimes make emphatic statements that may be too inclusive. We feel frequently that we are somewhat like John the Baptist—"a voice crying in the wilderness." The time is to come—it is coming; but it is a long time on the way. Yet as surely as the sun shall shine, and moons shall wax and wane so surely is the time to come when the true conception of education shall take strong hold of the public mind. Then will be the day of the teachers' glory.

3. We shall endeavor to bring into our methods and ways as much as possible the philosophy of education. In other words we shall try to lead our readers to understand the true reasons of doing things. We shall try to make the average reader understand why it is right to do this, and why it is wrong to do that, and thus educate him into the way of judging for himself. Now the average teacher never thinks why one course is better than another, excepting as it may lead to the learning of more facts, or perhaps producing a greater number of those who pass the examination and are promoted to the highest departments. We want to overturn this thought. "Why does this course educate these children?" When teachers have this question in their minds in reference to doing things, progress will be very rapid. We shall continue methods and ways, for we publish the paper in order to meet the wants of the average teacher, and the average teacher cannot rise above the technicalities of his work. So in order to get a constituency and bring in the money necessary to continue the SCHOOL JOURNAL, we must publish those things that will meet the immediate needs of those who read our pages. But we shall do, as we said before, more than this, and continue with earnest words, sometimes fierce denunciations and telling illustrations, to ring over and over again the burning truths that fill our souls.

We do not believe that an educational paper should be filled with literary material, nor should it contain simply a detail of facts. It would be very pleasant to take from cyclopedias, books of travel, the daily press, and the newest publications that which would be most

interesting to teachers from a literary standpoint. The religious press to a great extent does this. We do not, and we do not expect to. We shall stick to our text. We have a mission to accomplish, and have had ever since the paper commenced. To make full proof of this we have worked; to reach the end toward which we are aiming is the object of our existence. For this we live and expect to live until the dawn of a better day shall bring in the light of a new educational dispensation.

We ask, in view of these facts, all thinking teachers who are earnestly desiring better things to co-operate with us in the work in which we are engaged. The greatest encouragement we have is in the fact that those who have been longest with us are those who are most enthusiastic in our support. These friends are increasing, and we confidently believe they will increase until there will be a mighty army of progressive teachers who will demand better things in the name of God for the good of humanity.

CRITICISMS.

In reference to them we feel very much in accord with what Jay Gould recently said:

"I do not object to newspaper criticism that has about it the semblance of fairness. Indeed, I'm not sure but what the papers have said against me has done me more good than the praise they have at times bestowed. You see," he continued, smiling pleasantly, "a man who becomes rich and is successful in life needs to be taken down a little occasionally. If he received only praise his head might get too big—he might think himself a great man. So, on the whole, I think criticisms have been of more real benefit to me than praise."

When anybody says anything about us in a gentlemanly way, we do not object, but when a boor, with none of the instincts of manhood in him, volunteers to print falsehoods about us, we—simply—let him—alone. Let those believe them who wish to, if it makes them happier.

DR. A. N. RAUB, publisher and editor of the *Educational News*, and formerly principal of the Lock Haven, Pa., State Normal School, has accepted the presidency of Delaware College, Newark, Del. This institution has recently added a new laboratory building to its equipment, and has increased the number of the faculty by adding three professors to the working force.

THE next meeting of the Connecticut State Teachers' Association will be held in Hartford, October 18-20. On Friday morning the four sections—the high school, the grammar, and the primary and ungraded—will meet. On Friday afternoon and Saturday morning the sections will unite, when there will be addresses by distinguished educators. On Thursday and Friday evenings there will be music, readings, and addresses.

JUST think of it! Only 1,597 saloons in all the great state of Minnesota. Last year there were 2,806 when the high license law went into effect. It is a good thing to cut down an evil that cannot be altogether exterminated.

THE state examination questions are, taken as a whole, very fairly selected; they seem fitted to test the acquirements of the teacher. But we must except those relating to methods and "school economy." In the first place, there are not enough of them; in the second, the principles of education are not investigated. The term "school economy" is a bad one and should be stricken out of the list of educational terms. There should be ten questions at least, on "methods of teaching," and ten on "principles of education."

WHILE there is talk in Washington about retaliating on Canada we beg to say to our educational brethren over there, that we don't believe it will hurt much. Anyhow we want their schools to prosper, and good feeling to be maintained by educators. If the schools are raised to a high enough level there will be no more war in the world.

MRS. FRANK STUART PARKER recently passed through this city on her way home from her stay "down East." It is not necessary for us to say, what all say who know her, that Mrs. Parker is a woman in her own right, who borrows leave to be from no man, not even from the colonel, her husband, himself.

EVERY state should follow the example of New York state in authorizing the endorsement of normal or state diplomas of other states. Teachers everywhere, press for this.

STOP THEM FROM BEGINNING.

Damnable drink is killing its tens of thousands every year, and it is the duty of teachers to do all in their power to stop the killing process. From all sides come instances of death and desolation. Only the other day the daily press had this instance:

"A young man of respectable parentage, who was recently manager of one of our local companies, was recently brought to the police station in a raving condition, suffering from delirium tremens. He had been on a 'spree' for some time, and the other morning, whilst quaffing his glass, hideous madness swooped down upon him, and transformed his manly young limbs into a picture of one possessed of a devil. The unhappy youth, when in his senses, is one of the sweetest tempered, most gentle, most winning, and delightful companions. As a business man he was regarded with the greatest confidence. Yet through yielding to the seduction of saloon friendship, strong as he felt himself, he was quickly overcome, and is now fast becoming a mere wreck."

What does this teach? Just this, that if our young men are to be saved, the boys must be saved. Where? In schools. How? Not by stated recitations in a temperance text-book so much as by example and earnest precept. There has got to be right down burning earnestness in this matter. The saloons can't ruin this country if all our school-rooms take ground against them by saving the children from the power of drink before they begin to love it.

WHAT has become of Supt. —? was the question proposed to a group of teachers at a state convention this summer.

"Oh, he has smoked himself to death," was the reply from one.

"What does that mean?" said another.

"Why, he has plied himself so steadily with cigars that his nervous system has broken down."

"I remember," said another, "calling on him, and after talking a few moments he went into his office and began to smoke."

"Yes," said a lady, "I remember how unpleasant his breath was in a conversation I had with him."

And so a man of culture is weak enough to allow his brain to be addled by a roll of tobacco, his breath corrupted, and his health destroyed.

If the study of education has not taught teachers that repeating is not necessarily knowing, we cannot imagine what they have learned. Some months ago we said, among other things, that

"The history of the world over and over again proves that catechisms, creeds, mottoes, maxims, and all sort of good sentences can be memorized, and that is all the good it does. Covering the walls of all the school-rooms in Christendom with the best mottoes and purest thoughts that have ever been uttered will not alone make the next generation virtuous. For twenty hundred years school children have been writing, 'Evil communications corrupt good manners.' Has this immortal sentence converted the world? Writing on the walls of our reformatories and prisons, 'Honesty is the best policy,' wouldn't reform a solitary criminal. Repeating the Lord's prayer never brought any soul nearer the Lord. Unless the truth is burned into the soul, it will do no good. It would be about as sensible to attempt to drown a duck by pouring water on its back, as to expect to saturate a nature with goodness by storing the memory with good sentiments."

Whereupon Geo. P. Brown, in the *Illinois Teacher*, of which he is editor, says:

"We wish that the above editorial utterance were as harmless as it is false. The effect of the editor's tirade is to teach that storing the memory of the child with good sentiments is like pouring water upon a duck's back. May the good Lord deliver us from a 'new education' of that sort."

We cannot see what the "pernicious heresy" in our statement is. Repeating without knowing has been the bane of the schools. We have often heard of those Hindoos who save time in praying by writing out their prayers, putting them on a wheel, and turning it around as many times as they wish the prayer to be repeated. This is only a labor-saving repeating-machine. Has Mr. Brown ever read what St. Paul said about praying in an unknown tongue? And what is praying in an unknown tongue but repeating what is not understood. We are not opposed to the repeating of what the mind apprehends, but to the repeating of what is not apprehended. Here is the rub. Where is the heresy in this?

IT IS NOT SO.

A Canadian paper recently said that in looking over an old report made years ago, the following estimate of child-nature is published: "Dissimulation, falsehood, anger, idleness, vanity, and sensuality are the vices which one generally finds in children." Concerning this the *London Schoolmaster* says, "The picture is by no means a bright one to contemplate. The paper which once appeared in a Canadian magazine with the intent of proving that the happiness of childhood was a popular fallacy was nothing to this; and it may not astonish us

should the author of the above sentence appear at any time as the author of a thesis under the title of 'Childhood's Innocence; all a Mistake.' Thanks, however, to the beneficence of nature, the appalling glimpse he has given us, in his prelude sentence, premises no true picture in the greater thesis. In his wanderings as an educationist, he has evidently fallen upon some specimens of boyhood specially trained or neglected in his infancy." The old idea that children are of the devil, begotten in sin, and brought forth in iniquity, is rapidly passing away. God gives us our children. They are not of Satan. The taint of sin is upon them, we believe, but the effect of true education is to obliterate it. Children rightly trained will not become bad men or women. They cannot. We believe in the all-potent influence of parents and teachers, but only when parents and teachers know how to treat child nature.

THE LATE PROFESSOR ELISHA JONES.

The educational world lost a valuable worker in the death of Prof. Elisha Jones, of Michigan University. His first teaching work was done in the Detroit High School. Then he was superintendent of the Ann Arbor schools, but he soon became professor in the university at that place. His characteristics are well set forth by the *University Senate* in the following words:

"He was a remarkably enthusiastic and skillful teacher, whose simple love of truth, clear thinking, exact scholarship, and forcible expression gave him unusual power over the minds of his students. His hearty and frank manner and his personal interest in his pupils made him one of the most beloved instructors in the university.

Cheerful in the midst of trial, courageous in maintaining his convictions, transparently sincere in all his character, faithful and kind in all his relations as a man and citizen, his name is honored and his memory will be cherished wherever he was known."

His conscientious discharge of duty, and his devotion to his profession and to the interests of the university led him to sacrifice his health in the closing years of his life. His ambition for scholarly attainments and for large influence as a teacher nerved and inspired him to efforts and studies beyond his physical strength.

He is widely and favorably known by the contributions he has made to the literature of his profession, the first of which is his "Greek Prose Composition," published in 1872. As the fruit of his studies in Latin he published in 1877 his "First Lessons in Latin," one of the most useful and popular text-books for this study ever issued in this country. This was followed in 1879 by his "Latin Prose Composition." The world seems to suffer loss when its good men die, but it is not so. Their influence lives. Deeds never die. Happy is the man whose life has started waves of good. These shall make his reward eternal. For the lives of such the generations rejoice.

WHAT SHALL WE TEACH?

The fossil teacher, deep in the rutts of antiquity, says, "What the grade prescribes; what else can I teach?" But the real teacher who has studied the best methods says, "Whatever will make my pupils honest, earnest, capable, truth-loving, and God-fearing men and women." And this teacher's head is in the sunlight, while both the fossil teacher's head and heart are in the mists of grade and grind. To teach the child you must study the child, its likes and dislikes, hopes and fears, its body and soul; all there is of it. It is a great thing to know children. None have attained this wisdom in perfection, and the few who have learned the most are the ones who have been the wisest and best among the sons of men.

PROFESSOR MAX MULLER, of Oxford, is very persistent in his maintenance of the position that thought and language are inseparable—that men cannot think without words. He stands up for his theory manfully against all opposers, especially against the evolutionists, and quotes Hegel as saying, "We think in names;" and Wordsworth is quoted as saying that "the word is not the dress of thought, but its very incarnation." There is a principle here of great interest and importance to teachers. The word and sentence method of teaching reading is founded upon the position of Max Muller, also the teaching of the blind to read. But more than this, if thought and language are inseparable, how important it becomes that pupils should be encouraged to express their own thoughts rather than repeat those of others. The old plan of "recitation" is opposed to Max Muller's doctrine. It is, according to him, only as we are able to express that we can think, and, on the other hand, we think only as we are able to express. There is no

language without thought. They are one and inseparable. The dumb animals express all the thoughts they have, so do children, so do pupils in school. The more a child expresses the more he shows that he knows, and the more he knows the more he expresses.

WITH THE MORNING'S MAIL.

The office boy brings in early each day a large bag containing letters from all parts of the world—and all relate to the most interesting theme before the minds of men—the elevation and improvement of the youth of the human race. Some are in one form and some in another; some are from new subscribers; some are from old ones; some from agents; some from officials, booksellers, etc. It would be interesting if all our subscribers could look over with us this great pile of letters; no one but will be stirred by these expressions of humanity. Here are a few extracts culled from the mass:

"Please change my address to this place. I must have the help of the SCHOOL JOURNAL always brings."

"I have heard so much of the SCHOOL JOURNAL from Mr. Brice, that I enclose a dollar to try it. Every one says he has succeeded in improving his school remarkably, and he thinks it is due to the JOURNAL."

"I am not going to teach any more, and so ask you to discontinue the JOURNAL; I shall regret not seeing it very much, for it has been a helpful visitor."

"Please send me the SCHOOL JOURNAL for one year, and find amount (\$2.50) enclosed. I am not a teacher, but having seen the paper, I judge it will be of service to me, as I am a trustee. I want to know all about the best methods of teaching, as I have a family to educate."

"I renew my subscription to the JOURNAL for the seventh time. I want these books (here follows names). Please send them right away. I enclose \$8.00."

"I have heard so much about the SCHOOL JOURNAL, that I enclose fifty cents to try it. I take —, but a friend tells me your paper is far better."

"I did not get any papers in July: the only one was August 18. Please send the missing numbers."

(It happens from various causes that a subscriber fails to get his copy of the paper. He should at once communicate with us, as this subscriber has done. If it is not received by the Monday or Tuesday after its date, it will not come at all [unless subscriber lives beyond the Rocky Mountains]. Write to us as soon as you find a number is missing. Remember, we will not complain if you write to us fifty-two times in a year. Keep us advised.—EDS.)

"I send you five subscriptions to the SCHOOL JOURNAL, retaining my commission."

"I send in two subscriptions to the JOURNAL, and want some books—'Talks on Psychology,' 'Payne's Lectures,' and 'Quincy Methods.' Enclosed is a money order for —. Please send books at once."

"I renew my subscription to the TEACHERS' INSTITUTE, and must say it is worth ten times its cost."

"I have taken the INSTITUTE for four years, and cannot do without it. I want to have the address changed, etc."

"I shall send you some more subscriptions to the INSTITUTE, for those who subscribed here last year are very much pleased."

"The INSTITUTE was taken last year by forty of the teachers in this county, and it has been a benefit to them. I can see that. Nearly all of these will renew, and some new ones will subscribe. There are some who are unwilling to subscribe, because they do not see the benefit that is to accrue. I can see there is more of a disposition to read and study about education."

"The INSTITUTE has been of great help to me, but I am going into other business, and so ask you to stop the paper."

"The INSTITUTE has been the means of increasing my salary. I set to work three years ago to study up about teaching, and I was invited to a better place the next year. I am trying hard to improve still more. I want a few books, and wish you would tell me what to buy," etc.

This is all the room we can give at this time. It is plain a wave is spreading over this country; it has penetrated to many places already; it means the lifting of the teachers' work out of the routinism that has been called teaching, but is not teaching. In the effort to make a needed reform, the editors have aimed to make the JOURNAL and INSTITUTE help of a most efficient character. There is not a letter opened but shows that this helpful character is appreciated.

THE STUDY OF PSYCHOLOGY.

Many teachers are frightened from the study of the mind by hearing the high-sounding words and expressions psychologists and metaphysicians use. The expression "science of education" is a mighty term, and the ordinary teacher says when he hears it, "What can I know about it?" So are those words—psychology, pedagogy, and methodology. We do not wonder that many teachers are afraid when they are gravely told that they must know these subjects before they are able to teach. It reminds us of a doctor who told a poor unlettered wife that her dear husband had "an attack of sub-acute inflammation of the caputum of the peritoneum." A friend soon after found her crying as though her heart would break. When asked the cause, she said that her husband must die, since he had an attack of inflammation of his "Latin parts." Tell an unlettered teacher that she must study psychology, and she will shudder, but ask her if she can notice how children act, what they want, how they are pleased, and what makes them grow, and she will say that she thinks she would like to do that. One of the best books recently published on practical psychology is Pryer's observations upon the development of the mind of the child. This student kept a complete diary of all childish acts and the acquisition of new powers, from the birth of his son to the end of his third year; occupied himself with him at least three times a day, guarding him, as far as possible, against such training as children usually receive, and found nearly every day some fact of mental genesis to record. The substance of that diary has passed into this book. The record is enriched by notes of observations on other children, and contributions from other persons. This forms an excellent foundation on which teachers may base their own individual studies, and a guide for the right conducting of them.

This is psychology at its best, for what is this science but classified facts concerning human growth and activity. We ought to have large classes this year all over the country in this branch of study.

Each teacher can record what he knows about himself. This would make a sort of self-examination as the result of introspection, and if conducted properly the best kind of psychology. Let us suppose we form a class of two, the reader of this article and the writer of these lines. First requisite—*honesty*. Tell what you know, acknowledge what you don't know, and sincerely want to learn; these three. If you have these, we will begin here and now.

Look at your finger. Move it backward and forward. What did you do first? What made you look? What did you do before you moved your finger? You "made up your mind" to move it. What is *self*? Don't you know? We will tell you. Something that makes up its mind to do something. Can you make "*self*" do what you want to? In other words, are *self* and *you* one and the same? Here we are in deep water, but the thinking ones will answer, "I seem to be two. I talk to myself and myself talks to me." Here we touch *consciousness*, which is nothing more nor less than the knowing the *ego*, and realizing its processes, and of thinking and concluding. The study of psychology is the study of self, until we come to know how the mind observes and concludes, and in studying self we must commence with *consciousness*.

CONSCIOUSNESS.

First, what do others say about it? We are met at the outset with the remark of Hamilton in his "Metaphysics" (I. 190, 191.) "Consciousness cannot be defined." Why? Because it "lies at the root of all knowledge." He goes on to say that many have defined it as a *feeling*, but feeling can be defined only "as something of which we are conscious, for a feeling of which we are not conscious would be no feeling at all." Consciousness is like an axiom, undefinable. A self-evident thing can never be proven. Take, "Things equal to the same thing are equal to each other;" who doubts it, yet who has ever demonstrated it? The great thinkers of the world have all agreed with Locke (*Human Understanding*, ii. I, 19) that "consciousness is the perception of what passes in a man's own mind." Ryland, in his "Hand Book of Psychology," p. 9, says that the word has two or three main uses in writing. It sometimes means *self-consciousness*, that is, the recognition of the mind of its own states; or with Professor Ribot it means a continuous current of sensations, ideas, volitions, feelings, etc.; or it means *intuition* or "immediate knowledge" (Sir W. Hamilton).

In studying consciousness, philosophers have used the following heads:

Analysis of,
Conditions of,
Two kinds,
Province of,

Testimony of,
The Source of Mental
Science,
Sub-Consciousness.

For the discussion of the last topic see Sully's "Handbook of Psychology," p. 74. The understanding of this subject is most important to young mind students. We have gone further than we intended when we commenced, but if it is desired we will take it up again in a future number; but in the meanwhile, will our thinking readers try to answer the following questions?

Does a young child realize itself apart from its own body?

Has a cat or a dog consciousness?

Is the unconscious action of the brain a proof of consciousness?

Can the truthfulness of an act of consciousness be questioned?

Can an act done unconsciously be said to be the result of reasoning? In other words, does the mind reason without our knowledge?

When we speak of "myself," what speaks?

Would the act of doubting consciousness be in itself an act of consciousness?

What does Hamilton mean when he says that "consciousness is to the philosopher what the Bible is to the theologian"?

What is the basis of all truth of fact, or truth of reason?

Can any fact of consciousness be taken second-hand, or on trust?

Can a player who plays on without thinking of what he is playing, and afterward cannot tell what he was playing, be said to be unconscious of what he was doing? In other words, can we be actively unconscious in doing anything?

TEACHERS I HAVE KNOWN.

By M. M.

A pretty long acquaintance with teachers shows that they may be placed in about five different classes. There is, first, the "complete" teacher. This term is neater than the *gone-to-seed* teacher, though that describes him better. Now, there is A—who used to be a wide awake fellow up in Greene county; he has got a place as principal of a city school, and as there are no hopes of his going higher, he goes to seed. He has completed his course, and now is drawing his salary. He comes regularly to school, has bought him a house, and is just about as much interested in education as his neighbor who is a broker. While calling on him a week ago, I saw his book-shelves had but one work on education; I wondered if that had not been a present! Of course, he does not feel interested in educational papers; having completed his course he does not see any reason why he should read about education. Nor does he write for such papers; nor attend any meetings; nor meet his teachers at "teachers' meetings." He runs his school like a machine; we noticed that the boys in the higher classes were few and far between.

Then there is the "accidental" teacher. B—is a good example of this class. He was not "cut out for a teacher evidently." When about eighteen years of age his father died, and he "took to teaching"—so he says. It never has been convenient for him to leave it. He has managed to get a good position as he keeps his eye on the politicians, and smokes a good cigar. He is constantly inveighing against the profession, says it is "no good," not the place for a man, more money in something else, women are doing all the teaching, &c. Yet he still holds on; still keeps the machine in operation. He, too, has no interest in educational books or papers. If an agent calls on him he is polite, but guesses he doesn't want any; used to take a paper, but got no good out of it; don't think the reading of books on teaching will do any good; teaching a poor business; wishes he never had gone into it, &c.

The "raw" teacher forms another class. We saw one of these lately; it was a woman. My! what a voice she had; high-pitched, sharp, and rasping; I had just come in, and she wanted to show me she had command of the ship. "Now, some of you may think you can chew gum and I won't know it; but I can know it every time; so I warn you not to try to deceive me," etc., etc. I like one thing about this rawness, it has "snap" to it; and if that young woman could go into society, become refined, add to her knowledge, stop rasping the feelings of her pupils, she might become a good teacher. As she now stands before her pupils, she gives many impressions that ought not to be imbedded in a child's

mind. That voice, those crude manners, that bad pronunciation, (n-e-o-w b-e-o-y-s, every few minutes) that dictatorial school-ma'am's way of doing things, all are repugnant to growth of the best kind. There is a great deal of rawness in our school-rooms. Yet, strange to say, out of such a soil, spring many of our best teachers. The reason is, there is considerable in the raw teacher; for the raw teacher is no fool; her rawness comes from inexperience and ignorance. This raw teacher had just bought "Parker's Talks on Teaching;" saw it advertised in the INSTITUTE, which she had just begun to read. Altogether a good deal may be expected of this raw teacher.

Another class is formed from the policemen who get into our schools. They rejoice when they get hold of a case that needs some detective work. I was in a school lately where the teacher was investigating the breaking of a window; he seemed to think there was an attempt on the part of a small boy to hoodwink him. "I want you to understand I know what is going on in this town, and I know what every boy is doing. I shall know all about this window, so don't try to cheat me," &c., &c.

There are not as many detectives in the school-room now as there were in old times. I remember one teachers' institute where the conductor regaled a hundred teachers with his experience with a rough fellow, who had been sent to the gin-mill by his father for a quart of whiskey, and who brought the bottle to school. There was a knock-down and a fight. But what conductor could do that now? Times have changed.

Then there is the *earnest* teacher. Of course, there is something more than enthusiasm meant by the term earnest. I was in the school of an earnest teacher lately, and can best describe the term by describing the school.

1. The pupils and teachers seemed to be fellow comrades in the work that was going on.

2. There was an encouragement of originality in the pupil, in every way—the memory was not magnified.

3. There was a growth of moral force; it was hard work that ended in heart-work.

4. The dull pupils were reached for, and not snubbed or neglected.

5. There was an atmosphere of happiness as well as industry quite inhalable.

6. There was a dignity and self-possession in the pupils that was quite observable; they were treated with courtesy and dignity, and they felt that the teacher valued them.

7. The original and inventive force of the teacher was a very marked feature. He seemed to know just what to say and just when to say it. He was expert.

All of this is embraced in the term earnest. I went home with this earnest teacher. He had quite a library of educational books, and they looked as though they were used, too. He was a diligent reader of educational papers; he puts a high value on the SCHOOL JOURNAL, but reads other papers. He derives happiness from his work; he lives in that work. Such men give tone to the profession.

THE EDUCATIONAL VALUE OF GAMES.

Ever since Froebel dignified children's plays, there has been a growing impression that all games have a considerable educational value, but especially during the past few years, all kinds of sports have been growing in popularity in the higher institutions of our country; they have been popular for many years in the public schools and universities of England. Thomas Arnold was an earnest advocate of manly plays and games, and encouraged them among his pupils, and to some extent he made them subservient to the purposes of general culture. In this country the Puritan idea that time spent in *playing* is wasted, has been, until recently, quite universal. So general has this feeling been, that in many New England families no games at all were permitted until within about fifty years, and now there are thousands of families where it would be considered the height of impropriety to introduce *whist* or any other game of cards, or even chess, or any game excepting perhaps the orthodox one of checkers, yet in spite of this feeling, the playing of cards has become quite universal, so that now it is not an uncommon thing to see a grave minister of the gospel at a table with his wife and children earnestly engaged, after dinner, in playing a game of euchre or *whist*, and closing the evening's sport with the reading of the scripture and prayer. Such conduct would have received righteous and summary indignation from the church of the olden time; but it is doubtful whether any body of ministers to-day, would discipline any of its members for playing

games of skill or of chance, unless he used them for the purpose of betting, or in some way for pecuniary gain.

How much educational value could be got from such a game as chess, supposing that its study should be introduced into our schools in place of algebra. Would the disciplinary work of the school be diminished? This game especially aims to train the memory, attention, reason, foresight, keenness, calmness, and judgment. No one can play this game successfully without having considerable cultivation of mind. Will any of our readers, who understand the game, undertake to say that it could not be made to have as much disciplinary value as geometry? We suppose that most would rule out from the school-room as altogether improper any game of cards, and it is without doubt a fact that, if any teacher should be found during school hours playing cards with his pupils, he would be dismissed or severely reprimanded, and yet when they are introduced for the purpose of *teaching something*, as geography, or arithmetic, or history, no objection is made to them. In other words, if a game can be made to kill two birds with one stone, that is, discipline the intellect, and also teach facts, and stimulate interest, it is considered that a great gain has been secured. But why should we attempt to drag in the *facts* connected with the three R's in connection with a game? Why not let something in the school-room be done for the purpose of interest and attention? There are dull pupils who cannot be made to attend to the studies of the school, but who can be deeply interested in the game of *whist*. Will any teacher say that it would be wrong to organize a class of such boys and girls, and teach them how to play *whist* scientifically? Might not this course wake up their intellect, and lead them to the investigation of other subjects? It matters not *how* the intellect is aroused. It is enough to say that the work of the teacher is to arouse it, to get the mind out of a dull beaten routine of soggy thinking, to wake up thought; to stimulate investigation and increase healthy action. Many and many a boy has been led to love a teacher by playing games with him. But the teacher must be careful that he can play better than his pupils, or else the sense of superiority will be obliterated. We have known many teachers who were first-class base ball players to organize base ball clubs among their pupils, but we have known no teacher who succeeded in playing games with his pupils, who could not show his superiority over all his pupils by the skill and talent he showed in playing. In this, as in all other things in school, the teacher must be the director.

In assuming the value of games, we must remember that the object of school work is not altogether for the purpose of storing the mind with useful knowledge. The old idea of education was *information*, laying up a store of facts, in case they might be needed in future life. In this way history was studied; "for the time will come that you will need to know these facts in conversation or in writing," or, "you may need to know these facts in after life, and therefore you must be informed in reference to them." This day is passing away, and more and more we are coming to understand that a knowledge of facts, does not always indicate an educated mind. We knew a young man who had a most tenacious memory of all sorts of names and figures, but whose after life has proved that his *education* was sadly at fault. We have valued greatly a mastery of the course of study, and held in light esteem base ball skill, chess attainments, and sharpness in the mastery of practical, every-day problems.

In an article by Dr. Hill in the August number of the *Popular Science Monthly*, the late Professor Pierce is quoted as saying that no game, and no toy, ever became permanently popular, unless it involved some deep and peculiar mathematical principle. If this is so, it affords a strong argument for the introduction of games, *for educational purposes*, into our schools. Two arguments have already been urged against such a departure. The first is that *they would be used for immoral purposes*; in other words, they would educate gamblers, and encourage a great waste of valuable time. This would depend upon *how* they might be used. They *might* have this effect, and then again they *might not*. The study of Latin and Greek can ruin health; it often has. The study of mathematics has a tendency to make impracticable, absent minded fools. It often has. But these consequences have never been urged against the study of these branches in our schools. The best food can be made poison, the best books misused, the best work become the means of evil. The abuse of a thing can never be an argument against its proper use. The only question to be answered is whether there is any *inherent* reason why a game like

chess cannot be made a school disciplinary study. The second argument in favor of school games is *their sanitary value*. Athletics have received the commendation of the world's greatest educators. The gymnasiums of Greece were parts of the educational system of the state; and Lycurgus in outlining Spartan education, prescribed long, continued exercises in physical training. Both Plato and Aristotle give a large place to gymnastics and music in their ideal educational systems. Games, sports, public contests of all sorts, were considered essential parts of public training in Rome in her best days. All the old Roman authors, Cato, Cicero, Quintilian, and Seneca, exalt them to the skies. With the fathers of the early church there commenced different ideas. The flesh was considered devilish, and repeated flagellations, humiliations, and repressions were encouraged. Pleasure and sin became synonymous. No healthy person could inherit eternal life. He must fast so as to kill the animal and exalt the spiritual. Getting into heaven meant very serious bodily repression. Poverty of spirit meant poverty of purse and flesh. Sanctity and skin and bones were twin brothers. This idea prevails to this day, somewhat, but it is getting pretty well laid aside as a relic of a superstition of a past age.

We must make our children well and strong, cheerful and healthy, if we expect to make them able to do the work of life, and there is nothing like a good game, out of doors, to send the blood tingling to the ends of the fingers. Interest promotes good health, and the great argument against games in school is that the interest they would excite would be *too absorbing*. It seems, then, that here is a source of power we have long lost sight of. Would it not be best to draw largely from this Niagara for power, so long running to waste? What a mighty uplifting would be experienced, if we could put the dynamite of game power under the curriculum of a public school; not, as some one may say, to blow it all to pieces, but to lift it into greater liberty and usefulness.

SUPT. DRAPER'S ADDRESS AT WATKINS.

The following from the address of Hon. A. S. Draper, before the New York State Teachers' Association at Watkins, July 6, 1888, will be read with interest.

TEACHERS ARE BOUND TO BE PROGRESSIVE.

They are bound to read educational works and periodicals, and promote the interests of conventions and institutes, and associations everywhere. The school system is a state school system. Its advance must be along general lines. Your prosperity must contribute to help the entire system, even that part lying away at the other side of the state, whose well-being is linked with yours. The system is supervised and directed by common authority; it is controlled by our legislature, and maintained at common expense. It must rise or fall together. You are the representatives of this system, its agents and instruments, and you must work out its success. The state has a right to expect that you shall be good instruments. It has a right to get the best it can. If there are more persons who desire to teach in the public schools than there are public schools to be taught, then it seems to me that it is an entirely reasonable and sound proposition, that it is the business of the state to take the best of them, to sift out, and weed out, and drive out, and keep out persons who are not fit for the service.

EXALT THE TEACHER'S CALLING.

I have been considering the legal powers and duties of teachers in the schools. My purpose has been the exaltation and uplifting of the teacher's calling. I have incidentally said some things reflecting upon trustees, perhaps without at the time discriminating as I ought. I think I shall not be misunderstood, however. There are trustees who are large enough, and broad enough, to understand that they demonstrate their own strength and magnify their own office by exalting rather than degrading that of the teacher. There are likewise trustees who are so small and so narrow, as to regard their official powers as personal perquisites to be exercised only for personal advantage, and who have no conception either of the beneficent purpose for which the law has vested large powers in them, or of the way of attaining that purpose to the advantage of the people. It is, of course, to the latter class that I have had reference.

NORMAL SCHOOLS.

While we have as good normal schools as exist in America, it must be patent to every one at all familiar with the matter, that they do not and cannot meet the needs of the state for professionally trained teachers. While I do not say that there may not be more of these

central schools established with propriety, I do say, it is manifest that they cannot be increased to an extent which will serve the purposes of the state. We must have normal work of lower grade, less in extent and nearer the homes of the people before we shall begin to supply the wants of the rural schools. It is idle to assume that a young person will spend two years at a normal school, going to the expense of time and money involved in such a course of professional training, for the mere purpose of teaching at a miserly salary in a district school, upon an uncertain tenure of office, or rather almost upon an entire certainty of being turned out at or before the next annual school meeting.

There are now four instrumentalities in the state for protecting and perfecting, and advancing the teaching service. They are the normal schools, the training classes, the uniform examinations, and the teachers institutes. These four instrumentalities, acting separately and independently, cannot be very effectual, but if they can be organized so that they will act together, you will soon begin to see results.

EDUCATIONAL LITERATURE.

Educational literature is becoming more and more plentiful. The different school periodicals are energetic and progressive, and seem to be gaining in circulation. They should be much more liberally supported than they are, however; they should find their way into every school-room and every household, which counts a teacher in its membership. As well undertake to turn out hoe-cake without corn-meal as to be an acceptable teacher without reading the current school news and sharing in the educational discussions of the day.

UNIFORM EXAMINATIONS.

This is the most important movement in the school affairs of New York, since the establishment of the free school system. Indiscriminate licensing is over. Teachers stand upon their merits. They may respect themselves more, as they will certainly be more respected. They have worked during the last year as never before, honestly striving to rise into the upper grades, and secure the higher class of certificates. The examinations have shown, what was suspected, that teachers have a fuller knowledge of what is in text-books than they have of current and general information. They can ordinarily tell you much more readily how to extract square root, or what are the classes and the modifications of verbs, than they can name the member of Congress or the United States Circuit Judge of their district. Our simple questions on "current topics" are serving an excellent purpose in leading them to read current every-day literature, and keep informed in practical every-day affairs. We are able to control the number of licenses issued, and thus to prevent disastrous and degrading competition. If it is found that many more certificates are being issued than are needed, we can tighten up on the questions a little. If we are not getting enough teachers, we can lighten up on the questions, and easily get all we want.

This great system has gone into operation peacefully, without trouble, without disastrous consequences, with nothing but good results thus far, and with excellent promise of much better results in the hereafter.

CHIPS FROM THE AMERICAN INSTITUTE.

History is past politics, past religion, past literature, past science, past philosophy.

History is a record of the whole movement of the human mind, the story of all that men have thought, and said, and done.

History is the past life of humanity.

The history of education is a record of the battle of progressive ideas with conservative tendencies.

Language is thought symbolized.

The teacher in scattering his instruction is able to drive nothing home.

Let us stick to the law of one thing at a time.

The value of the study of Latin in the secondary schools consists, (1) in a knowledge of the etymology of English words, (2) in the enlargement of the pupils' vocabulary, (3) in the practice of rendering Latin into English.

Inspiration is some inborn faculty of clear sight, the consciousness of the soul's calling and mission, and is the revelation of Heaven to youth.

The great eras of history have been the creations of inspired minds, and the great teachers of the world have been those who have taught the youth to follow their early inspirations.

The highest inspiration is often found in what the

world regards the most unfortunate young lives.

Genius is often a compensation for defects of very hard circumstances.

Inspired men are the need of a nation; men who place their inspiration above every other consideration. And to develop such men, society demands inspired teachers and schools.

Literature seeks solitude. Every artist has his picturesque seclusion.

The age of physical struggle has gone; the age of genius and spiritual things is coming.

They (girls) often need the bit (in study) where the boys need the spur, while the reverse is true of physical pursuits.

A well educated mind brings one into royal fellowship and splendor. There is no servitude with such culture.

Man is the only being to whom is given the power to know the law of natural selection, and to use it consciously, with a view not only to preserve his own existence but to live more worthily.

An unused faculty becomes in time an unusable faculty.

The world is enriched by the multiplication of new forms of excellence in the moral as well as in the material sphere.

Genius always touches the heart of mankind.

Both genius and circumstances are creatable.

There are three classes in society as there are in the school—the stupid, the mediocre, the talented.

No circumstances will thwart the purpose of a genuine genius.

We teach too much, and too few standards. To know five standards is worth more than to know fifty miscellaneous distances.

THE SCHOOL-ROOM.

The object of this department is to disseminate good methods by the suggestions of those who practice them in both ungraded and graded schools. The devices here explained are not always original with the contributors, nor is it necessary they should be.

THE FIRST DAY.

PREPARATIONS IN THE SCHOOL-ROOM.

The teacher should be in the district some days before the opening day. During these days he should visit the school-house to see that all things are in order. (1) The door should have a lock on it to keep out intruders when school is closed at night. (2) There must be a pail, cup, broom, and door-mat at least. (3) The building should be thoroughly cleansed. The walls should be whitened; it is now thought better to use kalsomine rather than whitewash, as a tint may be given to the walls. There are often holes in the walls; these can be filled with "lime putty," made by slackening lime into the state of putty. (4) The desks may need to be fastened down; and by scraping off the old varnish with glass, or preferably a cabinet-maker's scraper, the tops may be much improved; in fact, made almost equal to new ones. (5) Ink-stains may be removed by using muriatic acid; sometimes a smoothing-plane is a readier means. (6) The out-houses should receive careful attention. Have them thoroughly cleansed. And here it may be said the droppings should be covered daily with ashes. If the structures stand exposed have some trees or bushes planted before them; paint or kalsomine them with a dark color. And put locks on the doors and have them locked at night. Determine to keep them in the order a high civilization demands. (7) Lay down steps or planks to the road unless there is a good gravel walk. (8) Make the school-house yard presentable. (9) Have the fences repaired. (10) See that shades are put up at the windows. (11) The windows should be arranged for lowering the top sash for ventilation purposes. (12) There should be two or three chairs and a table for the teacher. (13) Be sure the blackboards are put in order, and rubbers, crayons, and pointers provided. (14) And lastly, have a scraper put at the outside door.

SOCIAL PREPARATION.

Having started these needful things, let the teacher visit several of the leading families of the district; by this is meant those whose voice is potent in the talk that is sure to be made about the school and the master. The people will be curious to see the "new teacher;" it is well to gratify them. Call on those who have children to send to the school; be posted as to the names of the children and in a cheerful voice ask for "Mary" or "Anna," and explain that you have called to see them.

Let them talk; you will get many valuable hints. If they praise the last teacher, it is a good sign; tell them "it is pleasant to know that teachers are appreciated in _____. Be sure you remember the names of the children who are introduced to you; it will help you wonderfully on the opening day. Be frank and cheerful with the parents; do not act "stuck up," do not be frivolous. Tell them your plans and your hopes. Don't let anyone prejudice you against "that Jones boy" or "that biggest Johnson boy."

GREETING PUPILS.

Be early at school on the first day. If you are there before anyone else you will do well, but you probably will not be, for there is greater interest felt in the new teacher than you can imagine. (Here let it be said that if you have not already created an interest in yourself, you have made a great mistake to begin with; and, also, that if you do not contrive to float out your ship on the wave of youthful enthusiasm that is ready to waft it along, you will not be much of a teacher.) Stand or sit where you can see the children as they come in. Call the first one to you with a loving smile; if you do not know his name, ask it, and put it down on a paper as "the first one." Talk pleasantly about the interest he must feel in the school, etc. Gather the pupils around you as fast as they come; those you saw last week greet like old friends. They will feel this and be proud of the distinction. Make them your helpers in bringing up pupils and introducing them. You do not believe it, but what you are now doing is more important than the hearing of lessons.

OPENING EXERCISES.

You will have inquired, "Who can sing?" And you will find out what tune and have settled whether singing will be best or not. If so you will touch your little bell (by the way, the teacher should own a silver call bell with a nice musical note), and then proceed to seat the pupils. Tell them "you may sit here and here until I have time to see which will be the best seats for you." This will be your first effort at exercising your authority; do it very pleasantly. Then, stand in front of them, and look them calmly and steadily in the eye. It is a most important moment; do not be flurried. This "commanding them with the eye" will affect them powerfully. When all is still, you will speak to them in cheerful tones, telling them of the importance of school, of education; of your being there to help them; of your need of their help to make a good school; that they must bring in other pupils, etc. This will be short, of course. Then, still facing them, propose singing. (The words to be sung should have been written on the blackboard before this.) You start the tune, waving your hands, to show your enthusiasm and to keep time. If it is not well sung, you will cheerfully propose to sing it again and if necessary a third time. Whether you shall read in the Bible and recite the Lord's Prayer, will depend on circumstances. Take the opinion of your school officers. If it is customary and there is no objection made, it should be done. If you decide to do it, read a few verses; then say, "How many can recite the Lord's Prayer?" If all seem to know it say, "You may recite it with me, bow your heads in this way, (showing them) begin with me, 'Our,' etc. This may be the opening exercise every morning afterward. If there is objection, you can open with singing, for instance, "There is a land of pure delight," or "There is beauty all around."

FIRST LESSONS.

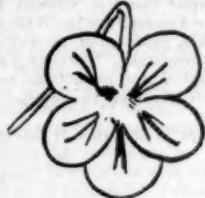
Then tell the children they may busy themselves with their books for a few minutes; you proceed to take the names of the pupils; one of your acquaintances of last week will help you in this, and be glad of the opportunity. (Here remember the rule, those that help you will like you). Having got the names, proceed to classify—unless the preceding teacher has left you a list of the classes. The easiest way will be to put an example in addition on the blackboard and then when sufficient time has elapsed to ask one what he has. "—" "All who have — may hold up the hand." Take the names of those. Proceed thus in subtraction, multiplication, short division, long division, fractions, etc. The names will show you the classes. You must not have over four of these, and a class of beginners.

Do not take too much time in this, 30 minutes will be enough. Sing again; talk a little. Tell the little children they may go out. Lay out the lessons. Write a tentative program on the board. Sing again; if necessary, the same song you had in the morning. Practice bringing out your classes to the places for reciting. Give an early recess.

KINDERGARTEN BOTANY FOR LITTLE CHILDREN.

By STELLA C. POLLARD, East Oakland, Cal.
THE LITTLE STEP-MOTHER.

Can you draw a picture of the pansy again to-day?



children? Then draw the back. Now let me tell you why the Germans call it the "little step-mother." The large petal at the bottom is the step-mother, the two close to her are her own children, and the two farthest away are her step-children. Now turn your pansies round so as to see the backs.



Do you see the little green chairs the mother and the daughters sit on?

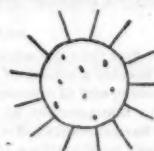
See, she has taken two chairs and made a nice easy arm-chair for herself, she has given her own daughters a chair apiece, but compels her step-daughters to sit on one chair. I'm afraid we think she is very unkind. But all step-mothers are not unkind; most of them are very good to the dear children given to their care. Still I think we love our own name "pansy," meaning happy thoughts, or better still, "heart's-ease," because it makes us feel that even a tiny flower may do good in this world by bringing pleasant thoughts.

THE DAISY.

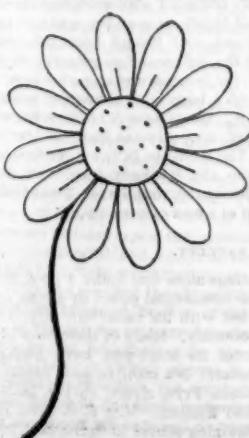
Let us see what a pretty flower we can make to-day. Draw a round pin-cushion, then the heads of some pins sticking in it, some needles, and a long thread around



each; last the crooked stick we had to use for the handle of the pansy. Yes, very well. Let us make another round cushion and put the pins in (so far you can only see the heads). Now put the needles around the edge, then put the thread round the needles. Draw



the crooked stick again for the handle and we have a "daisy!" Do you know why the flower was called daisy or *day's eye*? Because when the daylight comes it opens its eyes. Here's a real daisy for each one of you. See how much like it your picture looks, and then we will see what we can make with it. Take your scissors and cut off half of every petal except two.



Leave those all whole. Now make a face on the little yellow cushion, and then tell me what you have, "A dear little old lady with a frilled cap." Yes! now you have been such good children, and your work has been so nicely done that I will tell you about a noble boy who was very good to a poor old lady, because "She's somebody's mother, boys, you know."

SIMPLE LESSONS IN MANUAL TRAINING.

FROM THE SQUARE TO THE CUBE BY DOING.

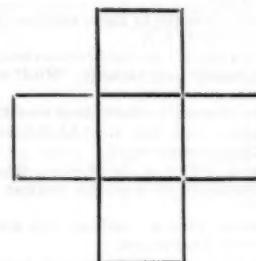
(For the little ones.)

1. **Materials.** Pair of scissors, and pieces of paper. **Work.** Teach the children to cut squares of various sizes from the pieces of paper. **Remarks.** The pupils may at first do this work awkwardly, but do not discourage them, nor expect the work to be done perfectly. After the cutting is finished, let the squares be arranged in piles, each pile containing papers of about the same size.

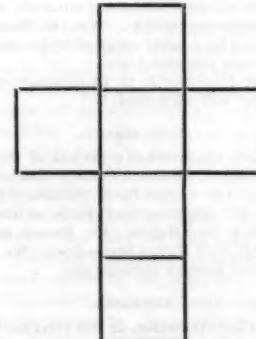
2. Show the children how to fold each of the squares in the middle. When this is done, let them be folded again. The work will, very likely, be far from satisfactory, but do not be discouraged. Accuracy and success come only after repeated trials. No definitions of any kind should be given or required.

3. The teacher now must draw a square in the presence of the pupils. Let the pupils try to do the same work. It will be poor work, probably, but by no means indicate either by look or word that you think it is poor. Ask the pupils how their squares differ from your square. Cut out your square from the paper. Ask the pupils to cut out their squares from their papers. Fold your square twice, so as to make a smaller square one-fourth as large as the larger square. Cut your square into four equal parts. Let the pupils do the same with their squares. Count your small squares. Let the pupils count theirs. Cut two more squares of the same size as the four already cut. Have pupils do the same, taking care that the squares of each set are exactly equal in size.

With five squares lay a figure like this. When pupils



have done the same, let them draw and cut out of stiff paper a similar figure. Fold the outer squares up so that the vertical edges will touch, thus forming a hollow box without a lid. When pupils fold theirs, let them sew the edges to hold the sides of the box in place. If they are not able to sew, this may be done for them. Now place six little squares as follows, for the construction of a cube, the children doing likewise. Finally have the figure drawn and cut from stiff paper, folded



into a cube, and fastened at the edges, the pupils following the motions of the teacher in all this work.

Note.—The philosophy of this lesson is based upon the well-known fact that children first imitate what others do. The baby is delighted to put on the spectacles of his father, or, as soon as it can walk, to march around the room with his father's cane. This is because it is an impulse of his nature to try to do what he sees others do. In this lesson, if children are old enough to discover for themselves how to cut and fold and make a cube, they should certainly be encouraged to do so. But great care must be taken not to require children to do what their mental capacity will not permit them to do. This lesson teaches *doing by imitation*. Hereafter there will be many lessons that will encourage doing and inventing, but these must be for older pupils. Let the teacher carefully discriminate, and adapt her work to the capacity of the children she teaches.

MORAL LESSON ON PRIDE.

Pride is over-value of one's self.

Cause. Pride is caused by selfishness, jealousy, and envy.

Effects. Pride causes vanity, selfishness, impatience, and egotism.

How Avoided. Rejoice when another succeeds. Be perfectly honest with yourself. Study to make yourself charitable, etc.

This will serve as a brief outline for similar lessons upon other moral traits.

STORE-KEEPING.

Often it is hard for teachers in the country to obtain the little toys used in kindergarten store-keeping. They can find, without any expense, objects which will be quite as profitable for such use.

The sand used for modeling in geography can be utilized as make-believe sugar, flour, etc., and weighed by the little tradesmen and women. Tiny stones, washed clean can be used for eggs, or nuts, or candy. The seedy tops of grasses will make good representations of tea and coffee—long ribbon-grasses can be measured by the miniature yard, and small pieces of paper, cut evenly and pinned together, can be called books.

These are but the merest suggestions of what may be done when a teacher has nature to go to for aid.

The pebbles may also be used for counting, or, in connection with the sand, for building.

ELECTRICITY.

1. Briskly rub a glass rod with a piece of silk or flannel. Bring the rod near some small pieces of paper, feathers, and other light objects. They are attracted to the rod. Why?

2. Support each end of a pane of window glass on rests, so that it shall be two inches above the top of the table. Put bits of tissue paper under the glass, and rub the glass with a piece of silk. Note and explain motions of the paper.

3. Upon an egg, placed in an egg cup, balance a piece of lath. Hold the end of a glass rod which has been rubbed with silk to one end of lath, moving it slowly around. The end of the lath will follow the rod. Explain why.

A LESSON ON THE OYSTER.

If possible, have fresh specimens for examination. At least have shells, for class to look at. The shell is the oyster's house. The soft mollusk within is not connected with the shell save by the tough muscle which is fastened to both sides at the purple spots seen in the shell. This has to be cut before the oyster shells can be separated. The shell grows as the oyster grows. When the full size is reached, the shell begins to grow thicker, because of new deposits from the delicate membrane which encloses the body of the oyster. If the edge of this membrane be lifted, we shall see four gills extending part way round the edge of the oyster. These gills are covered with cilia, which move rapidly and bring a current of water toward the mouth. The oyster takes food from this water, and the current carries off the waste matter.

Why is this a wise plan? Because the oyster cannot move about to get food.

The oyster has a mouth, or slit, in one end, covered by four thin folds of membrane. It has also a heart consisting of two little sacs, one large and one small, and brownish in color. There is an oesophagus, a stomach, and the liver—the brownish-green mass seen in the oyster.

GEOGRAPHY.

THE SOURCE AND COURSE OF RIVERS.

Let pupils tell all they observe from a neighboring brook or river. Define clearly the meanings of the terms rise, course, bed, channel, banks, and mouth. Rivers rise, flow, and fall.

Source. Rivers have various sources. Give instances. Rivers flow from (1) lakes, (2) springs, (3) glaciers. Show by diagram, the relative heights of source and mouth of a river. When a large stream issues, what do we conclude? There is a large internal reservoir. The flow varies, being steady or intermittent. Why? Intermittent flow comes from surface springs which are affected by rain-fall.

Course and channel. Distinguish between the terms.

(a) **The course.** On what does it depend? Show that it is determined primarily by the general slope of the country. Show also, that mountain spurs change their direction, because of the obstacles they offer.

(b) **The length.** Show that it depends on the configuration of the land and also on the area it drains. Show also that according to the character of the soil or strata in its way there would be more or fewer bendings or windings.

(c) **The channel.** The channel of a river often varies in width at different parts of its course. Why?

THINGS OF TO-DAY.

The Shah of Persia will make a tour of Europe. [What is the character of the Persian government? What European government resembles it most? Are all monarchical governments despotic?]

Jacksonville, Fla., is still suffering from yellow fever. [What means are taken to prevent the spread of the disease? How has Jacksonville's business been injured by it? Why are cases of yellow fever in the Northern states rare? What effect has frost on it?]

The people of Texas are trying to get the cotton raisers to combine against the "Cotton Bagging Trust." [What is a "trust"? What complaints are made against them? Mention some of the "trusts" that have been formed. What is the Standard Oil Company?]

Libby prison is to be sold at auction. [Where is this prison situated? What do you know of its history?]

Sig. Crisp's visit to Bismarck was not for the purpose of furthering a hostile policy toward France. [Who is Sig. Crisp? What is a prime minister? Why was this visit considered hostile to France?]

The Sultan of Morocco sent an army against the insurgents in his dominion with instructions to butcher, ravage, and burn, on account of the massacre by them of Prince Muley and his 200 men. [What is your opinion of this mode of warfare? What do you think of the civilization in Morocco, judging from the above fact? What tribute did the United States recently have with Morocco? How did it originate?]

Political union with Canada is predicted as a result of the fisheries dispute. [What are the principal points of the dispute? For what did the treaty of 1818 provide? What were the provisions of the treaty that was recently rejected? What will be the effect on commerce if the retaliation measures recommended by President Cleveland are adopted?]

The Egyptian corn crop has seriously suffered. [On what does the fertility of Egypt depend? How long does the Nile overflow usually last?]

A statue of Robert Burns was unveiled at Albany. [What can you say of Burns? What is his standing in literature?]

On account of the failure of the crops, the price of bread was raised in England.

The National Electric Light Association met in New York.

A cable is being laid from Cuba to Hayti. [Of what group of islands are these a part? To what nation is Cuba subject? What do you know of the attempt to annex Hayti to the United States? What was the result? About how large is Cuba? By whom was it settled? To what government is it subject? Why have some advocated its annexation to the United States? What sort of government has it?]

FACT AND RUMOR.

M. Pasteur states his belief that inoculation will soon be adopted as a preventative for hydrophobia, consumption, cholera, yellow fever, etc. [What is inoculation? For what disease has it been used as a preventative for a long time? What is M. Pasteur's treatment for hydrophobia?]

The income of Oxford University for 1887 was \$326,000. [What part has Oxford played in the history of England? What is the other famous English university?]

The International Congress of "Americanists" will hold its seventh session in Berlin from October 2 to 5 next. The organizing committee has just issued the program. The questions discussed will be those connected with history, geology, archaeology, anthropology, ethnography, philology, and paleontology.

Three of the fellowships open to competition among the students of the Cornell University have been won by women this year. [What other collegiate institutions admit women? What has been their success as students compared with men?]

The novelist Gustav Freytag has been made a noble by the Duke of Saxe-Coburg-Gotha.

Senator Blair, of New Hampshire, is making considerable money out of his "History of Temperance." [For what is Senator Blair noted?]

Frederick Douglass will deliver the chief oration at the unveiling of the Crispus Attucks monument in Boston. [Who is Frederick Douglass? What were his relations with John Brown?]

John Bright, who has been ill for several months, is slowly recovering. [What part has John Bright played in English politics?]

It is said that the Rev. Phillips Brooks is the only Episcopal clergyman who has preached at Chautauqua.

If you need medicine it is not safe to delay. Take Hood's Sarsaparilla now.

EDUCATIONAL NOTES.

CALIFORNIA.

The Cogswell Polytechnic College, of San Francisco, was formally opened for active work on Monday, August 6. For the collegiate department 80 pupils presented themselves—60 boys and 20 girls. They were all required to show certificates of graduation from a grammar school, or to pass an examination in the public school branches. A preparatory department has also been prepared for young children who desire to commence the study of language. Tuesday morning there were 20 applied for admission in this department, 15 of whom were girls. The institution can accommodate but 20 more. The regular work begins at once. The boys will be assigned benches in the carpenter shop, and their first task will be the sharpening and oiling of tools.

T. S. PRICE.

DAKOTA.

Was the Minnehaha County Teachers' Association meeting recently held at Valley Springs a failure? It is an open question. Last spring, the members decided to lay aside regular work at the summer meeting, and present a special program. The people at Valley Springs prepared for an educational host. The "host" numbered just two! A somewhat modified, but interesting program was presented, however. Does this prove that teachers attend educational meetings for professional aid and inspiration, and do not care for "special" programs? If so, the smallest attendance this summer will not have been in vain.

The third annual meeting of the Sioux Valley Association, though not large, was full of interest. Able papers were read and spirited discussions followed. An institute without discussions would be a dry affair. It is one thing to be preached to from a platform—it is quite another to have a chance to give out one's own opinions. May this department of institute work grow better and better.

INDIANA.

The annual session of the Madison County Teachers' Institute, was held at Anderson, August 20-24. The instructors were R. G. Boone, Professor of Pedagogy, Indiana University; Supt. J. W. Layne, Evansville; H. B. Brown, President Northern Indiana Normal School; Hon. H. M. LaFollett, State Superintendent of Public Instruction; Dr. W. S. Fairfield, Anderson, and Thomas Newlin, of Spiceland Academy, at Spiceland. It was agreed that County Superintendent E. O. Ellis deserved much credit for the success of the institute. The reading circle work received its share of attention, and is growing.

At the last commencement of our State University, President Jordan delivered his baccalaureate sermon instead of the usual graduates' speeches.

S. S. Parr, principal of the De Pauw Normal School returns from the National Association with good reports.

New Albany. JNO. R. WEATHERS.

IOWA.

The recent normal institute at Bellevue was well attended. State Supt. Sabin delivered a fine lecture at the opening of the institute.

A normal institute was recently held at Chariton, at which Mr. C. H. Gurney was the conductor, and Mr. C. M. Ellinwood, Mrs. Eliza W. Noble and Miss Lizzie K. Matthews the instructors. County Superintendent Hanlin issued in a neat pamphlet the graded course of study for normal institutes, recommended by the state department of public instruction.

KANSAS.

Arrangements are already going forward in preparation for the annual meeting of the state teachers' association at Topeka in December. A strong program will be prepared.

The Garfield Normal College, of which Prof. J. M. Heid has charge, will open for its first session September 11 at Enterprise. The sessions will be held in the public school building until the college structure is completed.

Kansas feels highly honored by the re-election of Mr. J. H. Canfield as secretary of the N. E. A.

The last state examination for teachers' certificates was particularly difficult, especially in arithmetic. Much dissatisfaction is expressed.

At the Dickinson Normal Institute there were 170 in attendance—the largest number ever known. At the Sedgwick County Institute about 220 were enrolled.

Mr. R. W. Turner, editor of the Western School Journal, has been lecturing throughout the state this summer on "Principles vs. Methods."

The high school building at Anthony was almost completely destroyed by a recent wind-storm.

Hard times and poor crops on the western frontier will curtail the school terms and diminish teachers' wages there.

Abilene. C. M. HARGER.

MAINE.

The building erected by the state at Fort Kent, to be used as a training school, will be dedicated September 15.

The fall term of the State College opened Aug. 8. The number of students now in attendance is the largest in the history of the college. The other Maine colleges open later, but all expect large entering classes.

NEW YORK.

The fall term of the Port Henry (N. Y.) Union school began September 4. The school is pleasantly situated, and the building is made as attractive as possible. Wm. H. Benedict, A.M., the principal, is assisted by an able corps of instructors, and the year promises to be a very successful one.

R. The fall term of Professor A. M. Drummond's home school for boys, Port Chester, will begin Sept. 17.

NEW JERSEY.

Mr. R. H. Cornish, the assistant principal of the Montclair high school, and secretary of the Essex County Teachers' Association, was married August 16, to Miss Ida G. Skilton, of the Wallingford, Conn., schools. The wedding took place at the house of Mr. Joseph R. French, in New Haven. Mr. French is well known as the principal of the New Haven high school. We wish the happy couple a prosperous journey through life.

NEBRASKA.

Superintendent L. C. Greenlee, of Fall City, has been elected to take charge of one of the ward schools in Denver, Colorado.

ONTARIO.

At the examinations for B. C. L. at Trinity College, S. A. Henderson was gold medalist, and G. W. Littlejohn, silver medalist. F. Rogers and A. E. Slater also received the degree. There are eight undergraduates taking the course.

Seaforth. C. C. CLARKSON.

PENNSYLVANIA.

Bucknell University, at Lewisburg, opens September 18. The new art and music building is in course of erection, and also an extensive addition to the academy. The college buildings are improved by better lighting and heating. Prof. Clarence F. Castle, Ph.D., of Denison University, late of Yale College, will fill the chair of Greek. Dr. G. G. Groff is acting president.

TEXAS.

Hon. O. H. Cooper, was renominated state supt. of public instruction by acclamation at the recent Democratic state convention.

Tyler.

MRS. P. V. PENNYBACKER.

TENNESSEE.

Papers on live educational topics were read at the Hamilton County State Normal Institute, recently held at Sale Creek. Addresses on "The Amazon," by Mr. Walter Gregg and "Persia," by Rev. J. E. Rogers, president of Maryville College, were great aids to teachers of geography. The science and methods of teaching, school organization, and promotions, received attention, and special papers were given on the ordinary branches, including music and drawing.

The State Teachers' Association at Cleveland, August 7-9, was well attended and the amount of the school work done by the different committees showed a spirit of energetic progress. State Superintendent Smith is determined to do his full duty in developing the teaching talent of the state, as well as in rendering more popular our free school system.

The teachers' institute, held in Brownsville, was almost a failure, as there were not enough teachers there to carry out the program. The few present did their part well, inter-changing views on the leading school question.

Stanton Depot.

W. D. POWELL.

VERMONT.

The fall term of the Methodist Seminary at Montpelier, opened Aug. 27. The attendance is considerably over 200. This seminary is remarkably strong in its social and religious influences, and its facilities for instruction are unequalled. The music and art departments are especially well patronized. The fall term of the State Normal School at Randolph, began Aug. 28, with the old board of teachers.

Miss Ella Taylor, formerly teacher of mathematics at Randolph State Normal School, sails for Burmah Oct. 1, as missionary and teacher in the native schools.

The fall term of Leland and Gray Academy at Townshend began Aug. 28, with the old board of teachers. Professor Lawrence is fast making a new school of this, chiefly by his thorough work.

Perkinsville.

B. H. ALLBEE.

WISCONSIN.

The Summer School for Science has just closed a successful session at Madison. Forty-eight persons, from all sections of the state, were enrolled. The superior advantages of the school were duly appreciated, but the need of a physical laboratory in connection with the school, was felt by those who expect to teach this branch.

St. Francis.

E. A. BELDA.

THE NATIONAL SUMMER SCHOOL.

SARATOGA AND ROUND LAKE.

MEMBERS.

The National School at its fourth annual session this year showed a steady increase in membership over previous years, reaching nearly three hundred. They represented thirty different states. This, we believe, is the largest membership in the country, in any similarly organized summer school. The school never attracted students of greater experience or higher educational standing. Twenty-one of them were principals or instructors in nearly as many different normal schools; fifteen were principals of grammar schools, ten first assistants, and twenty were special drawing teachers. Among the three hundred members were a number of superintendents and other officials. New York furnished over seventy, Massachusetts sixty-five, largely from Springfield and Boston; thirty-nine came from the West, and twenty-six from the South.

DEPARTMENTS.

For the first time the school enlarged its sphere of work so as to include, besides a school of methods, a school of languages, of art, of music, and of oratory. These different departments were under the management of competent instructors, and worked together harmoniously, offering to many the opportunity of taking several combinations of studies, not previously given, as French and music, or German and painting, or oratory and geography. This arrangement will be continued another year.

LOCALITY AND BUILDINGS.

At Round Lake and Saratoga, the members of the school found every possible attraction for enjoyment and pleasure. Those who had visited the places for the first time, especially those from the South, were so pleased with the locality and the school, that they found their time very fully occupied with work and recreation. At Saratoga all the school buildings were brought into use, and also the Presbyterian chapel. At Round Lake five large buildings were in daily use by the different departments of the school. The larger number of the lectures and exercises were at Griffin Institute, a building with a large central hall and numerous small rooms leading from it. The George West Museum was the headquarters of the school of art. Alumni Hall was used by the two professors of music. The students fully appreciated the two dormitories—Garnsey Home and Kennedy Hall, with their comfortable furnishings and pleasant surroundings. These buildings have been recently erected at a cost of over \$60,000.

THE FACULTY.

But neither locality nor buildings alone can make a good summer school. There must be the intellectual power of strong professors. Professor King selected with his usual care expert instructors from all parts of the country. Many of these have been connected with the school from its start and have stamped upon it a truly national character. We refer to such names as Professors Payne, Ballot, Metcalf, Frye, Arms, Parker, Butterfield, Arnold, Norton, Bennet, and Kimball. Miss E. M. Reed, just elected principal of the new training school in Springfield, filled the difficult position of professor in arithmetic to the entire satis-

faction of her large classes. Miss C. F. Haven, who has had charge of the well-known free kindergarten connected with Dr. Adler's Society of Ethical Culture in New York, delighted her students with her management of the little ones in kindergarten work. Miss Boyd's primary reading proved a complete success, and the improvement of her pupils in reading showed the great advantages of the method. Dr. Pratt's gymnastics were very popular. Professor A. W. Norton's course of lectures on school government, was one of the best series given in the entire course. We congratulate Oswego in securing a man of so great moral and intellectual force. Professor B. R. Fitz, of New York City, won great praise in his department of art; and so did Mrs. Carter and Miss Shattuck in drawing. Professor O. H. L. Schwetzky, of the Boston Berlitz School, who taught the German and Greek, was visited by Dr. Sheldon, and invited to become a member of the Oswego Normal faculty, a well deserved compliment. The vocal music under the direction of Professor A. W. Keene, of Boston, roused no end of enthusiasm among his students. Professor E. D. Hale, gave most excellent instruction in instrumental music and harmony. The National School next year, under the charge of Messrs. King and Parker, will invite its friends to a still better program than this one.

COM.

NEW YORK CITY.

J. G. Fitch, LL.D., the eminent English educator, lately in this country, recently inspected the schools of this city. A city reporter makes note of one of his visits to Principal O'Neill's school in the famous Sixth ward in this city, in the following manner:

When Mr. Fitch went into the primary class-rooms he saw the little boys and girls modeling in blue clay. The Sixth ward sculptors made a statue of Liberty that looked like a cross between a rabbit and a sack of potatoes, a fortress that looked like a mouse-trap, and a cannon that greatly resembled the cigar that generally adorns Tim Campbell's face.

The Englishman asked many questions, and seemed to be greatly pleased with what he saw. Then he went up-stairs into the grammar department, where he was received by Principal Hugh O'Neill, who showed him how the classes in manual training made Greek borders out of little sticks. When the boys in the first grade drew maps of the United States during the Revolution, from memory, he spoke in commendatory terms. He also inspected the beautifully-drawn colored maps on historical subjects, and had his attention called to the fact that the red spots indicating British victories in the Revolution were not so numerous as the blue spots indicating that the American patriots had won. The boys were alert, and showed evidences of very thorough training.

Finally one lad took a piece of chalk and wrote in nicely-formed letters these lines:

But half of our heavy task was done
When the clock tolled the hour for retiring,
And we heard the distant and random gun
That the foe was sullenly firing.

Mr. Fitch's blue eyes sparkled as he looked upon the words and turned to the class.

"Now, boys," he said, "what are those words from?"
"B'r'l of S-i-r J-o-h-n M-o-o-r-e," shouted the class.

"And what is it—poetry or prose?"

The Sixth ward critics scratched their heads. It was a ticklish and delicate point.

"P-r-o-s-e!" was the decision.

"What? Come, now, try again."

There was indecision written upon the faces of the embryo Matthew Arnolds of Fatty Walsh's district. The presence of a stranger embarrassed their judgment. The lines were the work of a Britisher, too, and here was a fellow countryman asking for judgment. The struggle of calm criticism against a generous desire to maintain cordial relations with Queen Victoria was a short one.

"P-o-e-t-r-y!" cried the magnanimous critics, as they wiped the perspiration from their brows.

"And how can you tell it is poetry?"

"Because every line begins with a capital letter," explained one boy.

"Any other way?"

"The lines in poetry are of different lengths."

"Well, boys, what do you call this:

Thirty days have September,
April, June, and November."

There was a long pause. The literary soul of the Sixth ward was wrestling with English literature. The silence was painful.

"P-o-e-t-r-y!" The verdict was unanimous and final.

"It is a statement of fact, is it not?"

"Yes."

"But is it poetry?"

"It is."

That settled it. Mr. Fitch went into a searching but very simple explanation of the fact that metre and imagination must be present in poetical composition. Then he started out to pull the lines to pieces, and have the boys explain the relations of the words to each other. Principal O'Neill folded his arms and watched his boys fairly wallow in grammatical technicalities.

"I felt a little shaky when it came to inducting the feet of metre," he whispered, "but our friend can keep on all day at what he's doing now, and the boys can follow him."

When Mr. Fitch had ended his visit he said:

"I am very much pleased at what I have seen of the New York schools. Of course it would be very indecorous for an outsider to venture any opinion upon the general merits of a system, or to compare the English and American methods on the basis of a very slight and superficial examination on one or two subjects."

Mr. Fitch had also had the advantage of visiting the Normal College and the College of the City of New York, besides one of the largest of the uptown primary departments. He was in each case favored by the principals with the amplest information with respect to the points which appear to interest him—the training and general qualifications, the employment of Froebel's methods in infant discipline, and the introduction of manual exercises as a means of general educational development.

LETTERS.

150.—BOARDS OF EXAMINATION.—During a good many years' acquaintance with the public school system, and over half score of years in active service in the school-room, the writer has had ample opportunity for observation in the practical management, as well as the theory, of the common schools. Believing this experience will justify a mild criticism, the writer takes the liberty of finding fault, this time particularly with boards of education, and the more so, as, for several years, he himself was a member of a local board.

It is conceded without question that a board of education should be composed of the best teachers in the county, selected without personal or political favoritism. The members should not only be competent and efficient teachers, but should have the unbounded confidence of the public. I have before me the entire set of examination questions used by a county board of education, acting at the examinations of teachers. This set is, presumably, a fair average for that board. I will quote, in order to show the carelessness of those who prepared the questions.

In the first question (in written arithmetic) we find company property called "assets," also problem requiring the number of bricks required in a certain structure, "allowing nothing for mortar"—a very queer calculation. In another, the question is begun in the present tense, but ends in the past. The word "suppose" is invariably used instead of "if."

The words to be spelled were selected with considerable care, and, with the exception of one uncommon, though allowable spelling, the list was a good one. The pronunciation, however, showed at least two errors in the fifty words.

In grammar, a stanza of poetry is quoted, and the applicant is required to "Diagram and parse the underscored words," instead of "Diagram, and parse the underscored words;" quite a different thing, as grammar does not require the student to diagram single words.

Under State Constitution we find this question: "When does the sessions of the Legislature begin?" In another place we find "trustee's order," instead of "trustees' order." Errors in grammar, capitalization, spelling, and punctuation, prevail throughout the set.

As a rule, applicants lose confidence in the supposed superior ability of members of boards of education, when such work is presented for their consideration.

According to the laws governing the school system generally, it frequently happens that college graduates, and other persons of superior scholarship, appear for examination, and it is a lamentable fact that the applicant is, many times, far superior in education to his examiner.

It is not a difficult matter to find fault; but it is a less easy task to find a better plan. Only great care on the part of superintendents and boards of superiors can correct the evil which now prevails to a very large extent in many states.

C. M.

151.—WORK FOR THE LITTLE ONES.—Suggestions for busy-work are always welcome to the primary teacher, and the following methods may be of interest.

To the little ones, who meet with so many failures when first attempting to draw and write, give building blocks or various shaped pasteboard figures. These they can easily outline, and afterward fill in with vertical, horizontal, or oblique lines, small circles, squares, or crosses. It encourages the members of the "chart" class to find that they, too, can make something pretty. At the same time, the exercise is a great help to them in learning to write.

To the older children, who have attended school six months or a year, give cards with geometric figures, leaves, or flowers on them. For more advanced pupils, cards may be used with figures of mammals, birds, fishes, and insects, or maps of the school-room, school-grounds, town, county, or state. In this manner a considerable knowledge of geometry, botany, zoölogy, and geography is pleasantly, and almost unconsciously, acquired, and the teacher has an opportunity to discover those who have a peculiar aptitude for artistic work. After the cards have been used in drawing, they may serve as material for perforating. In this work the pupils are provided with pieces of felt, or other thick material, (in place of cushions) and good-sized pins, with which they perforate the outlines of the figures drawn on the cards. This exercise teaches accuracy, and gives steadiness to the eye and hand. The cards may be made of drawing, or manilla, paper of any convenient size, and the teacher or older pupils may arrange the designs on them.

Another pleasant occupation in which dimensions, numbers, and color are taught, is the placing of colored shoe-pegs, or tooth-picks. For this purpose, tables with folding legs may be made of boards, and fastened with hinges to the sides of the school-room. The tables should be marked off into inch squares, similar to those in use in the kindergarten, and the pupils requested to place the pegs, or tooth-picks in given or original designs on the square.

Whitehall, N. Y.

CARRIE E. HENDRICK.

152.—HYGIENE IN SCHOOLS.—In one of the numbers of the TEACHERS' INSTITUTE is found this editorial: "The following questions were recently asked of boys and girls from 8 to 10 years of age in the public schools of a prominent Eastern city.

1. How can it be proved that nicotine is a poison? 2. Why are cigarettes especially harmful? 3. Is alcohol a food? 4. What is the effect of disuse upon a muscle? 5. Under what names is opium sold? 6. Under what names is alcohol drunk? 7. What is the difference between a food and a poison? 8. Is anything gained from changing from one narcotic to another? 9. What is the effect of beer as a drink? 10. How does cheerfulness help the muscles?"

What wonderful physiologists these infants will become when they reach the age of maturity."

We are in sympathy with those who oppose the over-taxing of young minds with too much study, yet we earnestly approve of beginning early in life to enlighten the young as a *safeguard* or *forewarning*, before it is too late, to avoid habits whose nature is to chain to degradation! We find it publicly recorded that even school-girls are becoming largely addicted to the practice of smoking cigarettes, to say nothing of this vice (?) among boys! Can we afford, then, to wait until these habits cannot be broken? Better defer a long list of other studies, and be sure of this. Through these temperance physiologies and in other ways, teachers can readily and naturally explain to their schools what nicotine is, and how all such poisons injure those who are unwise enough to be ensnared! The ten questions in the foregoing were lately given to a *Third Reader* class in a public school in Whiteside county, Ill., which has been pursuing the temperance physiology course in combination with other studies; nine out of those ten questions were readily and understandingly answered without any effort for the occasion. Surely hygiene in its broadest and deepest sense should begin early with a child's education, and then that which is outward and beyond can afterwards be more easily grasped.

There are some studies, of course, from which children of from 8 to 10 years of age should be emancipated: 1. The memorizing of almost unpronounceable names of foreign rivers and towns which they will never visit, and probably never read of in all the after years of their lives. 2. The memorizing too of sickening details of battles, the numbers of killed and wounded! But somehow the critics slight the thought of "what wonderful geographers and historians those infants will become!"

In the name of humanity, let us demand for school-children their right to know how to take care of their physical lives, in the face of wide-spread seductions that lead to depraved appetites! Then with healthy appetite, and muscle, and brain there is a fit temple for great scholarship.

TEACHER.

I have derived great satisfaction from using a new writing book published by D. Appleton & Co. (Book "A.") It gives plans for teaching how to use the hands, which is often over-looked. For my part I give in a 30 minutes' exercise fully one-half to movement, so that the pupil knows how to use his hand and arm properly. In this way he learns how to write rapidly and easily. But his writing at first does not look very well.

PERRY MCINTIRE.

In a recent article, I see you take ground against the giving presents to teachers by pupils. Your reasons do not seem to me to be very sound. If it is not a good plan to give to teachers, is it a good plan to give a minister or a doctor a present? Your reasons would imply that all present-giving should be suspended. I have always had presents at the end of the school year, and have yet to see any bad results.

CHARLES E. HILLER.

You seem, according to a recent article, to be in favor of a compulsory educational law, that is, compelling children to go to school. Now, it seems to me, that the plan is a very poor one, though very young children should be taught. But I mean that boys and girls of twelve and fourteen years of age should not be compelled, for the reason that there should be free will. Bye and bye we shall get so that every one must have a religion. I think besides there are other people who should take a hand in a child's welfare, beside the teacher. Let the neighbors urge these children to read and study. You can send a boy to school against his will, but you cannot educate him against his will.

MARY CARVER.

The plan of teaching addition suggested by Supt. E. T. Pierce is an excellent one; I found it was taught at the California State normal school when I was a pupil there. I have always used it since, and have derived great satisfaction from telling others about it. This leads me to see the value of the JOURNAL; it seems to contain the cream of teaching methods.

WALTER E. LAROCHE.

[The method referred to is found in the JOURNAL of Feb. 18.—ED.]

In your paper you give "Memory Gems," and I think they can be used with very great effect, and with a good influence. I ask my pupils (10-12 years) "for some beautiful saying in words, tomorrow at 10 o'clock." When the time comes I touch the bell and say, "Now for our beautiful words." Then one rises and gives sentence, suppose it to be, "Drop the light drip of the suspended car," (which by the way, the second reader class had heard commended in the fifth reader class). I say, "Yes, how pretty! It means 'drips the light drops from the suspended car.' How many have ever noticed those?" Then another is given, and I try to have them feel the beauty in it. Thus we go on, and the result is admirable.

FRANCES COLBY.

BOOK DEPARTMENT.

NEW BOOKS.

STORIES OF OTHER LANDS. Compiled and arranged by James Jononnot. Historical Series, Book III. Part II. New York: D. Appleton & Co. 232 pp.

Pupils who are deeply interested in the thought of a story will acquire words without conscious effort. A book compiled of true tales of patriotism and industry, from the pens of writers who clothed their ideas in the simplest of beautiful language, is sure to interest children. They will learn more than mere words from such pages. They will acquire ease in expression, new thoughts, better ideals, and an acquaintance with fine literary style. The mere mention of the names of Irving, Prescott, Lossing, Green, Hawthorne and Yonge, will show that the best talent has been selected and well arranged by the author. Add to sketches from these, historical poems from the works of Byron, Proctor, and Wolfe, and a clear idea of the contents will be obtained. The book consists of Stories of Spain, France, Central Europe and Britain, Stories of Artists, Stories of Science and Industry, and Miscellaneous Stories. As one reads, a panorama of persons passes before him. He sees Columbus, Magellan, and Cortez, he is filled with wonder at the heroic actions of the Maid of Orleans, and the tremendous interests at stake at Waterloo, he follows with interest the fortunes of Raffaele, Newton, and Caxton, and admires the courage of Grace Darling. So graphic a series of tales cannot fail to interest and instruct children in the study of the best literature. The book is a valuable addition to school books.

THE CHEMICAL ANALYSIS OF IRON. By Andrew Alexander Blair. Philadelphia: J. B. Lippincott Co. 282 pp. \$4.00.

If an attractive appearance has anything to do with the success of a book, this cannot fail to be well-received. It is printed on thick paper, with wide margins, and clear, handsome type and illustrations. But the contents are well worth so fine a setting. The book contains a vast amount of valuable knowledge. It presents in compact form the results of the most exhaustive and scholarly research, giving as it does a complete account of all the best-known methods for the analysis of Iron, Steel, Pig-Iron, Iron Ore, Limestone, Slag, Clay, Sand, Coal, Coke, and Furnace and Producer Gases. After speaking briefly, but comprehensively of Apparatus for the preparation of samples and for general laboratory work, and Reagents, the author gives immediate attention to the analyses. The arrangement is clear, and the work is illustrated by frequent experiment, which is the more valuable for being the record of the author's actual laboratory work. He has indicated fully the experiments of many chemists of note, thus presenting a choice of methods in dealing with one analysis. For instance, under the Determination of Phosphorus in the treatment of Iron and Steel he gives the Acetate method of Fresenius, the Molybdate method of Svanberg and Struve, Riley's Combination Method, and the Rapid Method. He has succeeded in putting in less than three hundred pages all the methods really valuable to analysts of iron, and his work will be a welcome reference book to students of iron chemistry.

AN ELEMENTARY COURSE IN DESCRIPTIVE GEOMETRY. By Solomon Woolf, A.M. New York: John Wiley & Sons, 15 Astor Place. 152 pp. \$3.00.

A thorough and elaborate treatise on elementary geometry, by an author as well prepared upon the subject as Professor Woolf, will be welcomed by all students and teachers. The volume is of unusual size, and Atlas in form. In a series of fourteen chapters the entire subject of elementary geometry is arranged explained and demonstrated. "General Considerations," form the main features of the first chapter, including The Point in Space, and Change of Ground Line. Other subjects elaborated are: The Line, Parallel lines, Parallel planes, Intersecting planes, Geometrical surfaces, Supplementary planes and projections, Change of position by rotation and rabattement, Distances and perpendiculars, Angles, Change of position by combined motions, Sections, Intersections, Tangents and Normals, and Development, including development of rectilinear surfaces, and development of ruled surfaces, demonstrated under eight problems. The figures and letters used all through the volume are exceedingly clear, the type is excellent, and the binding in cloth of the best quality.

MEXICO: PICTURESQUE, POLITICAL, PROGRESSIVE. By Mrs. Elizabeth Blake, and Margaret F. Sullivan. Boston: Lee & Shepard, Publishers. 228 pp. \$1.25.

It is strange that Americans in general know so little about this interesting country, one that is destined to play such a prominent part in the affairs of this continent. The literature in regard to Mexico is very meager, and therefore this volume will be eagerly welcomed. The authors have touched upon all points that will help to an understanding of the people, institutions, government, and the physical features of the country. Under the heading of Picturesque Mexico we have, Into the Sun Land,—Glimpses of a New World,—The City of Mexico,—Through Lanes and Highways,—On the Southern Slope,—Shrines and Pilgrimages,—Literary Mexico: A Group of Novels,—Biosons in Verse. Political and Progressive Mexico includes: From Conquest to Independence,—Constitution and Government,—Religion and Education,—Revenue and its Application. The style is terse and graphic, and the book will add much to the reputation of the authors, who are known as two of the leading women journalists of America.

THE RELIGIOUS ASPECT OF EVOLUTION. By James McCosh, D.D., LL.D., Litt. D. New York and London: G. P. Putnam's Sons. The Knickerbocker Press. 109 pp. \$1.25.

Anything written by Dr. McCosh, no matter upon what subject, commands immediate attention,—so that the present volume, appearing as it does, as one of the "Bedell Lecture" series and bound uniformly with them, will be sought out and obtained, whenever possible. "The Religious Aspect of Evolution," as portrayed by Dr. McCosh, is arranged in six chapters. I. "The State of the Question"; II. "The Organic History"; III. "Powers Modifying Evolution"; IV. "Beneficence in the Method of Evolution"; V. "Geology and Scripture"; VI. "The Age of Man." Under the first head, the Dr. discusses evolution and causation, the nature of causation, development in nature, the

question between evolutionists and non-evolutionists, tendency of a set of causes to differentiate and integrate, uniformity with variations in organisms, classification by ramification, continuance and disappearance of species, causes of variation, homologies with adaptations, and are species unchangeable? There is sufficient food for thought in this first division, without anything beyond, but Dr. McCosh, goes on in the most interesting manner with the subjects that follow. The first sentence of chapter II. is a most decided and important one;—as, under "The Formative Period of the Earth," he says, "No one can find out the work which God doeth from the beginning unto the end. Science does not know what was the beginning, nor whether there has been a beginning in God's doings; nor does it know the end, for there will be no end." Then he proceeds to show that our mundane system has had a beginning, which can be traced by its history. All through the different subjects, which are treated in a masterly manner by the Dr.'s pen, ideas, fresh and strong, spring into view which will be the deciding point in the minds of some, and food for discussion in others. "The Organic History," as given in chapter II. is perhaps the most interesting chapter of the six. A short review or notice of this kind can do but little to portray the excellencies of so valuable a treatise upon the religious aspect of evolution, as this one. It is something that must be read and studied at leisure, and which furnishes a delightful repast of thought for a thoughtful student.

LONGMANS' SCHOOL GEOGRAPHY. By George G. Chisholm, M.A., B.Sc. London: Longmans, Green & Co. 320 pp. \$1.05.

Right teaching of geography is a new thing. For years pupils have been learning large quantities of text-book matter by heart, without understanding or interest. A reaction has set in, and new geographies are being written constantly, most of which deal with elementary work. But the best teachers of the science need more than any one geography contains. To those who desire a compact volume of information of geographical interest, we commend this one. The author claims that "it will perhaps appear more remarkable for what it omits than for what it contains." It certainly contains much valuable and well-classified information. There is an introduction, which treats of mathematical geography, including Form and Movements of the Earth, Latitude and Longitude, and the Seasons; also Physical Geography, under Land and Water, Changes and Agents of Change, the Atmosphere, the Ocean, Climate, and Man. The remainder of the volume is filled with Description of Continents and Countries in the following order: Europe, Asia, Africa, North America, South America, Australia, and Oceania, and Arctic Regions. Each country is treated in the general order of Coast-line, Surface, Climate, Drainage, People and History, Countries and Towns. The book contains a large amount of scientific knowledge interwoven with the study of each country. It is well illustrated.

FATHER SOLON, or The Helper Helped. By Rev. De Los Lull. New York: Wilbur B. Ketcham. 71 Bible House. 367 pp. \$1.50.

A desire to benefit the young; to stimulate to self-control and helpfulness, and illustrate some of the happy arts and ways of home life are among the aims sought and found by the author of this pleasantly written book. It may be called a novel, perhaps, but a book may be a novel, and yet teach pure moral lessons and Christian love. Upon examining this story the reader finds the home of Father Solon, the hero, to be among the hill-tops of the Highlands. Father Solon himself, is nearing seventy, a finely proportioned man, tall, with long silvery hair and beard. His character is that of a true Christian, and his introduction to the reader is upon a lovely autumn morning, as he stands feasting his eyes on the beautiful landscape, and thanking God for the mercy of the past year. There is a good deal that is religious in the book, which shows how the "Helper" was helped. All through it, the ideal is woven with the real, making the story attractive and useful. The book is well bound, and illustrated on the outside cover with a portrait in gilt of "Father Solon."

A PHILOSOPHICAL TREATISE OF PENMANSHIP. By Chandler H. Peirce, President of Peirce's Business College, Keokuk, Iowa, R. B. Ordin & Son. In two volumes. Vol. I, 112 pp. \$1.00 per vol.

This treatise consists of articles, discussions, lectures, and opinions, together with seven hundred questions and answers for teachers, pupils, and students. In these the Peircean method of instruction is exhaustively set forth, even to the minutest detail, and teachers can no doubt profit greatly by the suggestions given. Among the topics treated are: Business Writing—Natural Penmen—The Spirit of Progress—Scientific Instruction or True Teaching Power—How to Gain Speed in Writing, and many others.

THE AMERICAN COLLEGE MANUAL: A Handbook of Information. Compiled and Edited by C. Powell Carr, C.E., Ph.B., School of Mines, Columbia College. Wm. T. Comstock, Publisher, 23 Warren Street, New York. 40 pp. 25 cents.

This manual presents, in the most condensed form possible, the courses of study pursued at our leading colleges and universities, with the time required to complete the amount of study demanded, the requirements for admission, the cost of tuition, and the approximate cost of a college education, together with several statistical items of general interest. The idea is good one and parents who have sons and daughters to send to college may ascertain from this book the institution best suited to their needs. On account of lack of time many institutions are not mentioned, but future numbers will be made more complete. The table of courses is a marvel of condensation. By means of numbers and letters, and a key, the courses of the various colleges are compressed within the space of a few pages.

REPORTS.

ANNUAL REPORT OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION TO THE BOARD OF EDUCATION of the city of Brooklyn, 1887. Wm. H. Maxwell, Superintendent.

The total number of schools in operation during the year was 74: number of pupils on the register December 31, 1887, 75,200; increase during the year, 3,311; average daily attendance, 67,711; per cent of attendance on different pupils instructed, 66.2; per cent of attendance on average register, 96.3; number of teachers, 1,528.

SIXTY-EIGHTH ANNUAL REPORT OF THE BOARD OF EDUCATION of Philadelphia, 1887. James MacAllister, Superintendent.

There were 442 public schools during the year, with 107,813 pupils and 2,341 teachers. The girls' normal school was filled to its utmost capacity, and the work of giving pupils a thorough English education and furnishing such post-graduates as desired to teach with additional training was carried successfully forward. The graded course of instruction for the primary, secondary, and grammar schools, and the Industrial Art School and the Manual Training School produced excellent results.

LITERARY NOTES.

A. C. McCLELLAN & CO. publish a little book that will find many earnest readers, as politics is uppermost now, entitled "The National Revenues," a collection of papers by American Economists.

PROF. BOYSEN in an article in the September Forum declares that our public school system has become academic, and that it needs remodeling to suit the changed conditions of the problem.

CASELLI & CO. publish in their "Sunshine Library" Sylvanus Cobb, Jr.'s most popular story, "The Gun Maker of Moscow."

HOUGHTON, MIFFLIN & CO. have among their latest works a biography of Della Bacon who held that Shakespeare's plays were written by Sir Walter Raleigh, Bacon, and others.

G. P. PUTNAM'S SONS, have published "Industrial Liberty," an analysis of the existing conditions in the United States.

MCMLIAN & CO. publish a number of their delightful "Summer Reading Library" series, "A Teacher of the Violin and Other Tales," by J. H. Shorthouse.

ROBERTS BROS. have brought out "Mr. Tangier's Vacations," a story full of fine character drawing, humor, and descriptions of scenery.

ANNOUNCEMENTS.

We have received the "Twenty-ninth annual announcement" of the New York Homeopathic Medical College and Hospital, with a list of matriculates for 1887, T. F. Allen, M.D., LL.D., Dean.

The "Announcement of the National School of Elocution and Oratory," 1124 Arch street, Philadelphia, James E. Murdoch, president, has been received. The fall term begins Sept. 24, 1888.

The *American Meteorological Journal* announces that it will give a prize of \$200 for the best original unpublished essay on tornados, and \$50 for the second best. The sum of \$50 will be divided among the remaining competitors whose essays are worthy of mention.

The trustees of Lake Forest University announce that they are making large extensions and improvements to Ferry Hall, which will be completed September 1.

It is announced that a handsome academy and high school building will be erected at Saco, Maine, from a design published by the *American Architect and Building News*.

The following are among the announcements of G. P. Putnam's Sons: "Behind Closed Doors," a novel, by Anna Katharine Green; "Omitted Chapters in History," by Moncure D. Conway; "The Story of Media, Babylon, and Persia," by C. A. Ragozin; "American Literature, 1807-1885," by Chas. F. Richardson; "The Independent in Politics," by James Russell Lowell.

The *Chautauqua Herald*, Vol. XIII., No. 1, contains the announcements of schools, lectures, special classes, etc., at the famous resort for the season of 1888.

MAGAZINES.

George Kennan's contribution to the September *Century* is on "Exile by Administrative Process," in which he gives a great number of instances of the banishment of persons to Siberia, without the observance of any of the legal formalities that in most countries precede or attend a deprivation of rights. In an Open Letter he also discusses, "Is the Siberian Exile System to be at once Abolished?" His opinion is that the reform will not be accomplished, and he gives his reasons therefor.—In the September Forum Senator Blackburn discusses the Republican platform, and the Marquis de Lorne contributes a study of the government of the United States. Edward Atkinson's third paper on the condition of American capital and labor is a very instructive one. Dr. Munger treats of the benefit religion has received from the death of many superstitions, caused by the scientific spirit of the time.—The September *Magazine of American History* has a fine frontispiece portrait of Gov. St. Clair, which is an accompaniment to Mrs. Lamb's article on "Marietta, Ohio, 1788-1888." Among the other articles are: "Indian Tribes in Prehistoric Times," by Cyrus Thomas, Ph.D.; "The Declaration of Independence in Georgia," by Col. Charles C. Jones, Jr.; "Reconstruction," by Dr. J. Harris Patton; "Canada's Financial and Business Condition," by Dr. Prosper Bender; "Relation of the Constitution and the Ordinance of 1785 in Education," by Lieutenant Governor Robertson, of Indiana.—Among the especially noticeable articles in the September *Oeding* are: "The Woodcock at Home," "On a Marsh," "Memories of Yacht Cruises," "Canadian Fishing Sketches," and a life-like story of Harvard College, entitled "Chad."—Many alumnus of Vassar will be especially interested in the sketch of that college in the September *Woman's World*. "An Old-Fashioned Irish Town" gives charming glimpses of the traditions and art relics of Youghal. E. Hepworth Dixon contributes a story, "Murder or Mercy," and there is another instalment of the serial story, "The Truth about Clement Ker." The frontispiece is a portrait of the Empress Josephine.—The *Atlantic* for September contains "A Week in Wales," by Julia C. R. Dorr; "Studies of Factory Life: Among the Women," by Lillie B. Chace Wyman; "Boston Mobs Before the Revolution," by A. P. Peabody; a continuation of "The Prometheus of Aschylus," by William Cranston Lawton, besides numerous other articles.

BOOKS RECEIVED.

The Spirit of Beauty. Essays Scientific and Aesthetic. By Henry W. Parker. New York: John B. Alden. 75 cents.

The Kalevala. The Epic Poem of Finland into English. By John Martin Crawford. In two volumes. Vol. I, II. New York: John B. Alden. \$2.00 per vol.

The Story of Media, Babylon, and Persia. By Zenaid A. Ragozin. New York: G. P. Putnam's Sons. \$1.50.

A Sketch of the Germanic Constitution. By Samuel Epes Turner, Ph.D. New York: G. P. Putnam's Sons. \$1.25.

Longmans' School Grammar. By David Salmon. New York and London: Longmans, Green & Co., 15 E. 16th street.

Numbers Symbolized. An Elementary Algebra. By David M. Sennsen, M.S. New York: D. Appleton & Co.

The Elect Lady. By George MacDonald. New York: D. Appleton & Co. 50 cents.

Second Part of King Henry IV. By William Shakespeare. Lives of the English Poets, Addison, Savage, Swift. By Samuel Johnson, LL.D. New York: Cassell & Co. 10 cents each.

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GINN & COMPANY'S BULLETIN OF RECENT PUBLICATIONS.

A Guide to the Study and History of the Constitution of the United States. By W. W. RUPERT, Principal of the High School, Pottstown, Pa.

Introduction Price, 70 cents.

This is designed to be used as a supplementary work in connection with any textbook on United States History. It is a valuable hand-book for the teacher, and calculated to be of great assistance to the pupil.

A Course of Bench Work in Wood. By W. F. M. Goss, Professor of Practical Mechanics in Purdue University.

Introduction Price, 70 cents.

Besides an Introduction on interpretation of mechanical drawings, the work includes three parts:—First, The necessary descriptions and explanations of bench tools; Second, A graded course of bench work; and Third, The elements of wood construction. The work is illustrated with over 300 cuts and diagrams, and seems just the book required for the many manual training schools that are springing up throughout the country, and for all schools where there is a department of industrial education.

Selections from Ruskin. In the Series of Classics for Children. By EDWIN GINN, with notes and a sketch of Ruskin's Life.

Introduction Prices: Cloth, 40 cents; Boards, 30 cents.

This volume contains Ruskin's four lectures on Books and Reading, War and Work, selected from "Sesame and Lilies" and "The Crown of Wild Olive," slightly abridged for school use, and provided with judicious notes.

Benjamin Franklin. His Life by Himself. Edited in the series of Classics for Children by D. H. MONTGOMERY.

Introduction Prices: Boards, 40 cents; Cloth, 50 cents.

The text of the autobiography is from the only complete and correct edition of Franklin's life, (Bigelow's.) The life is continued from Franklin's writings and the histories of the times. Franklin was in many respects the most remarkable man our country has produced. We have here in his own words an account of the way he laid the foundation of his own character and success.

The Arabian Nights. Selections edited in the series of Classics for Children by Rev. E. E. HALE, D.D.

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The interest of these stories and the freshness they will give to the reading lessons, amply justify their place in the series of Classics for Children. The work is also of value as illustrating in the most vivid way the life and spirit of the East.

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Teachers and school officers who are in search of the best methods for teaching English are requested to send for specimen pages which will be mailed free to any address, or for sample copies which will be sent post-paid on receipt of 36 cents.

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IVISON, BLAKEMAN & CO.'S Text-Book Announcements.

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WEBSTER'S SCHOOL DICTIONARIES.—The foundation of all correct teaching of the English Language, Webster should be the one universal text-book in all our American Schools. Webster's Academic Dictionary, of all works of its kind, most nearly approaches the Unabridged as a reference book for students and teachers. The Common School and Primary editions are specially adapted for the grades for which they were prepared.

SMITH'S PHYSIOLOGIES.—The Primer, for the younger classes of graded schools. The Elementary, for Grammar Schools and ungraded schools. Exact as textbooks of Physiology: truthful and emphatic in temperance teaching.

GRAY'S BOTANIES.—Conceded to be standard authority among scholars; simple, and yet exhaustive. Recent revisions place these books far in advance of any other works on the subject.

DANA'S GEOLOGIES.—Revised editions of these high-class text-books, embodying recent researches, have been published within a few years.

COOLEY'S SCIENCES.—Physics and Chemistry.—Standard works both for elementary classes and High Schools and Academies. Recently revised and thoroughly up to the times.

BRYANT & STRATTON BOOK-KEEPING.—Common School, High School and Counting House editions. Works of the greatest merit, and extensively used throughout the country.

TOWNSEND'S CIVIL GOVERNMENT.—The Shorter Course is adapted to use in Common Schools and Grammar Schools. The Analysis is of a grade suited to High Schools and Colleges.

TENNEY'S ZOOLOGIES.—The Natural History of Animals for Grammar Grades. The Manual and Elements are for the use of higher classes and for private students.

GUYOT'S PHYSICAL GEOGRAPHY.—The highest American authority, and recognized throughout the scientific world as the leading work on the subject.

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